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HOME AND FAMILY

*Yes, that is true, and something more:
You'll find, where'er you roam,
That marble floors and gilded walls
Can never make a home.
But every house where Love abides
And Friendship is a guest,
Is surely home, and home, sweet home;
For there the heart can rest.*

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HOME AND FAMILY

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GERMANY AND THE UNITED STATES"

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1936

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PREFACE

It was natural that the first study of family life in the schools should be concerned with food, clothing, and the material home. It was equally natural, indeed inevitable, that further consideration of the subject should show the insufficiency of mere *things* to make home and family life successful, however important they may be as contributing factors. It was seen that "life is more than meat" and that without the development of proper human relationships among the different members of the family and between family and society, family life could not realize its highest possibilities. For several years there has been an insistent demand for material that would show the nature of these relationships. This book represents an attempt to meet that demand.

Food, clothing, and houses are concrete objects that can be known through the senses. Relationships and activities are abstractions that must be sensed in some other way. But they are not mere abstractions, for apart from the concrete things of life they have no existence. They have a material setting which must be known, in part at least, if they are to be understood and appreciated. It is not practicable to give in a single volume all the facts that concern the activities of family life such as are found in special treatises on food, clothing, housing, and management. It is possible, however, to present enough of such facts to serve as a basis for an understanding of the activities and relationships which a rational home and family life involves. Upon such facts and relationships an appreciation of the significance of home and family for individual and social well-being can be built.

What are some of these facts? They have to do with food, clothing, shelter, health, management, husband and wife, parents and children, economic principles, the home and the community, the family and society, marriage, the family as an institution, and the family as a personal problem. These are the essential factors

that contribute to an understanding of the place of home and family in our modern civilization.

Since practically all young people are members of a family and nearly all of them will marry and establish homes of their own, it is desirable that they understand the factors that enter into the making of a home. They should recognize that there are problems in successful homemaking, and they should sense the direction in which solutions may be found.

In this book the authors have selected for consideration the high points of home and family life and have suggested, both by example and precept, methods of dealing with the problems of the art of homemaking. Enough positive information is presented in the different fields to lend significance to the problems and relationships. No one can read the units on the successful family or child development or the family as an institution, for example, without getting considerable detailed information concerning family activities, along with some understanding of the personal and social significance of the family, which is the main objective. If this end is accomplished, the way of securing such further knowledge of details as circumstances at any particular time may require is pointed out for the reader. The dominant note throughout the book is home and family as a personal problem.

In planning the book the authors have made one assumption often overlooked, namely, that, in the ordinary acceptance of the term, every family consists of at least two persons and that one of them is a man. It seems illogical to suppose that he will intuitively acquire a knowledge of family problems and their solution which it is assumed his mate must gain by study and training. He not only is as great a problem as any one in the family, but he also has as many problems as any one else in the building of a successful family life. The chief difficulties of family life are due to his ignorance or lack of consideration as much as to any other cause. In view of the fact that boys need to consider the problems of home and family life as much as do girls and of the further fact that limited experience in presenting the subject to them indicates their appreciation of the help it gives them in solving their

social problems, this book has been planned for the use of boys as well as of girls.

The authors wish to make a general acknowledgment to all those writers who have been publishing in the several fields contributing to this subject. They are too numerous to mention, but the authors feel a very real sense of gratitude. Of the many helpful individuals they owe especial thanks to Dr. Ruth Lindquist, Miss Jean Anderson, Miss Helen Ford, Mr. Samuel S. Wyer, Mr. Robert Patin, Dr. Mary Parker, Professor Willystine Goodsell, and Miss Mary M. Merritt.

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THE AUTHORS

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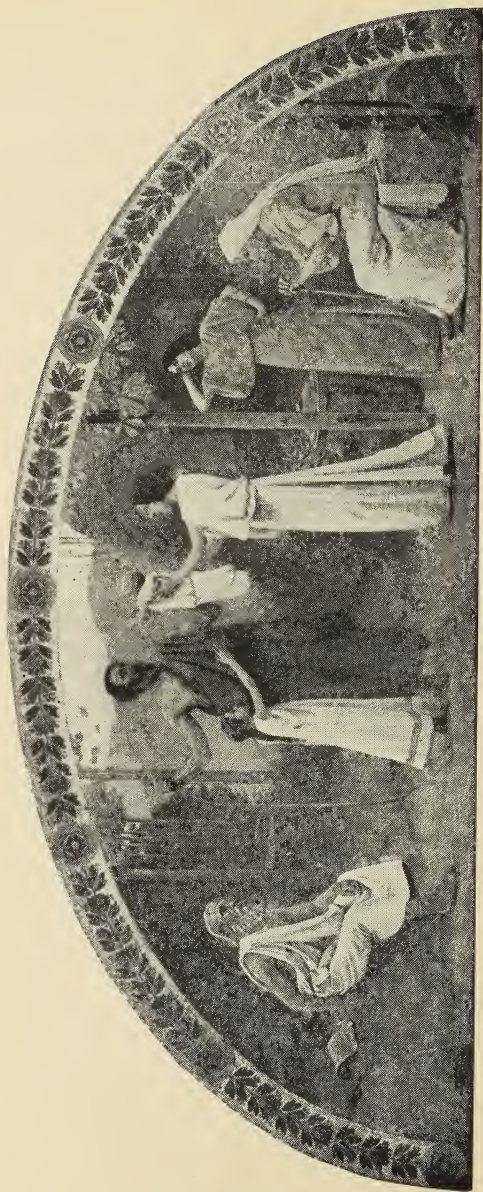
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INTRODUCTION



The Family

A mural by Charles Sprague Pearce in the North Hall, Library of Congress

SECTION 1

WHY STUDY HOME AND FAMILY?

When there are so many interesting things to read and study about, it may be asked why we should devote time to the consideration of such a familiar topic as the home and the family. We all have homes and we all belong to a family. We are almost as well acquainted with them as we are with the air we breathe. This is only saying, however, that we may know very little about them, just as we know little about the air until we begin to study it. Then we learn interesting and important facts which are of value to us in our daily life. Similarly, when we study home and family, we learn that they have held a large and important place not only in our personal welfare but also in the development of what we call civilization. We see that the family ranks as one of the great institutions, or units of social co-operation, in the history of the human race. As such it is just as much worth studying as chemistry or hygiene or history or government or any other of the many subjects that are included in what we call education. Here are just a few reasons why every intelligent person should study home and family. As you think about the matter, other reasons may occur to you.

Because we are largely what our homes and families have made us. The color of our eyes, hair, and skin, our size, our features, our strength, and many less evident physical peculiarities are determined by the family inheritance through many generations. To these physical inheritances must be added certain so-called social inherit-

ances from home and family. Among these are the language we speak and the manner in which we speak it; our ideas concerning art, music, politics, religion, and conduct; our physical, mental, and social habits, our emotional attitudes, and many other personal characteristics that have come to us through our home and family associations. If our families



Photograph by Ewing Galloway

The little red schoolhouse near New Lebanon, New York

are well-to-do economically and well educated, we may have had more opportunities for education and travel than we should have had under less favorable conditions. In fact, our whole outlook on life is largely determined by the homes in which we live and the families to which we belong. It might be interesting to think of ways in which you have been helped by the influence of your relatives or hindered by lack of influence.

Because our homes are what we make them. Another reason why we should study about the home and the family is that our homes are what we make them. Have you ever thought what goes to make a home: a place to live, food to eat, clothes to wear, money for other necessities, the care given by father and mother, the companionship of brothers and sisters and friends, books to read, games to play, music and pictures to enjoy, and many other things that come readily to mind? Not every home has all these things, but every home has some of them, and many homes have them in abundance. How many of them are found in your home? Who provides them? What does each member of the family do? What do you do to make this home of which you are a part? What difference would it make if the wage earners were able to earn only half as much money as they do, or if they could earn twice as much? Or if Mother did not know how to prepare good food and to make clothing go a long way? What difference would it make to your home if you were more thoughtful and more skillful? It is better to say *we* rather than *you*, for we are all interested, and our homes are what we make them, all of us together. What difference does a cooling breeze make on a hot, sultry day? What difference does it make in the home, if, when everything seems to have gone wrong, some member is kind or thoughtful or sympathetic or sees the funny side or knows just what to do to unravel the tangle? In this book we shall talk about some of the things that can be done to make the home a pleasant place in which to live.

Because successful homemaking requires knowledges and skills. Did you ever think of how much knowledge and how many skills are necessary in the modern home? Even the savage had to know how to secure and prepare food, to make his rude clothing from fur or fiber, to erect a tent or a hut, to feed and care for his children. How much more

complex is the life of our modern civilization! Shall we live in the country or in the city? In a house or in an apartment? Shall we buy our clothes or make them? If we buy them ready-made, how shall we select them? If we make them, how shall we do it? What foods shall we eat and why? How shall they be prepared? How should a baby be fed and



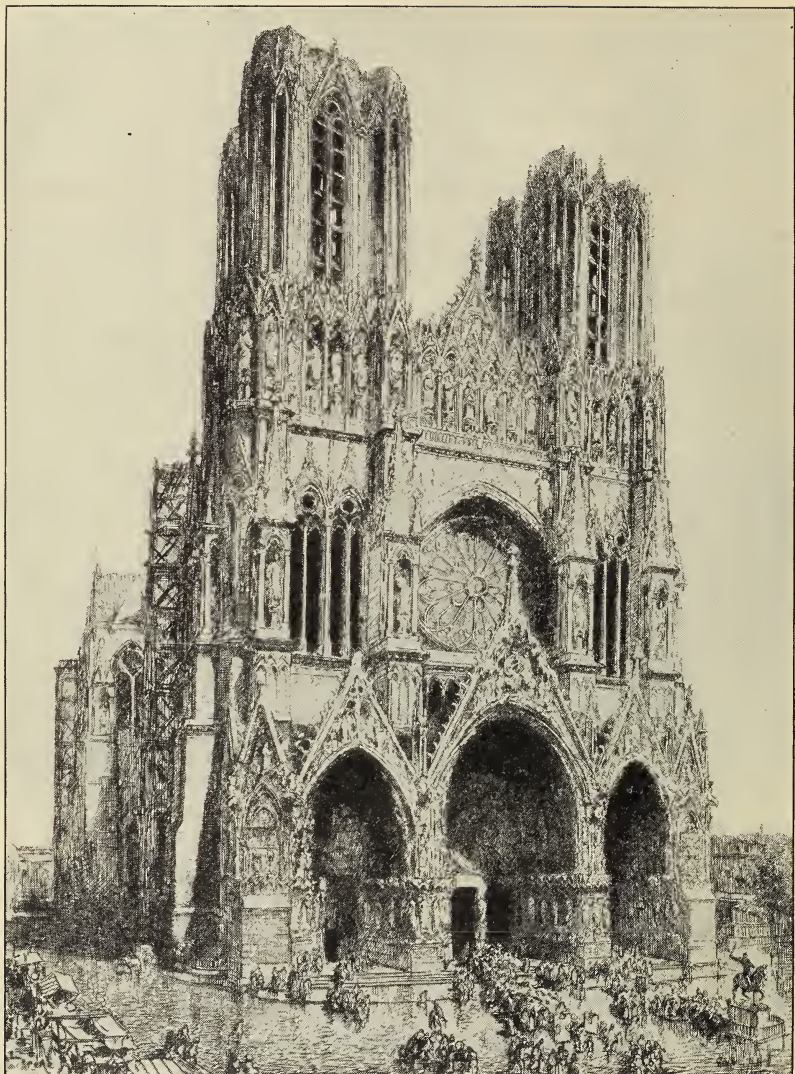
The Capitol, Washington, D. C.

clothed and cared for? What food and clothing are suitable for a boy of twelve and a girl of twelve or one of eighteen? How shall we live within our income and apportion it properly to the various needs and interests of the members of the family? If the family income is \$1000 or \$2000 or \$5000 per year, how much should go for rent, for food, for clothing, for books, for sports, for the movies, and for other forms of entertainment? What is the cost of your clothes for a year? What should be done in case of accident or illness or a sudden emergency of any sort? How can one make himself per-

sonally attractive in the home and among friends? How can one learn to understand others and to contribute to their pleasure? How many of these things should a boy or a girl know or be able to do? These are but a few of the questions that are constantly arising in the home. If the list were complete it would doubtless be found that successful participation in family life calls for knowledge and skills and thoughtfulness quite beyond what most people have imagined.

Because the family is one of the great institutions of civilization. A fourth and very important answer to the question asked in the heading of this chapter is that the family is universally recognized as one of the five great institutions of civilization, and no one who is ignorant of its importance can be considered well educated. These five institutions are the family, the school, the state, the church, and the vocation. The family is named first because it came first in point of time, and because it has always been considered of great importance. Someone has called it "the oldest and the toughest in fiber" of all social institutions.

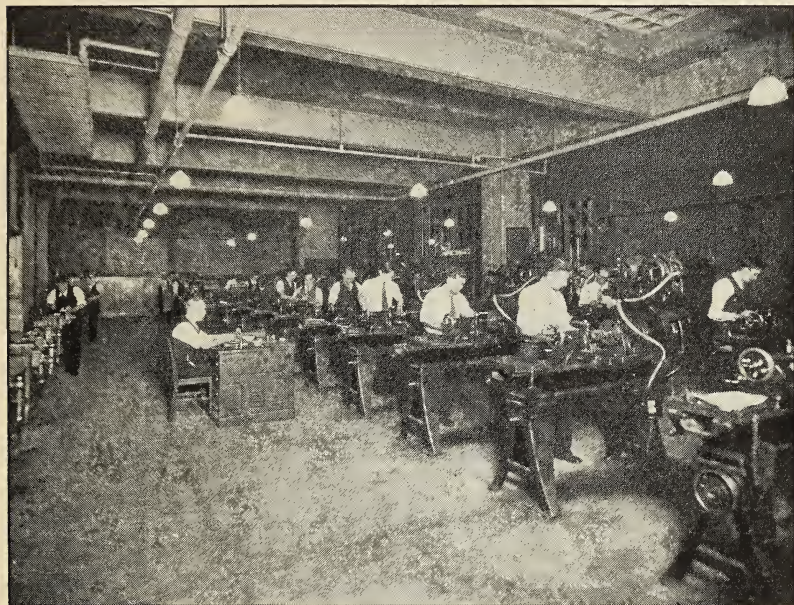
You know a great deal about the American elementary schools and high schools with their 25,000,000 pupils and 1,000,000 teachers. These schools are so well known to us that it seems as if they must always have existed. As a matter of fact, the school as we know it was a late development in civilization, and there are many peoples among whom it is not found today. Who did the work of the schools before they were established? To this question there are two answers. The first is that much of it was not done at all. Not until people recognized the value of education and learned the art of co-operating did they pool their resources and establish schools. The second answer is that most of the work of education that was done before there were schools was done by the family. Children learned from



Courtesy of The Art Institute of Chicago

Rheims Cathedral

mother, father, older brothers and sisters, and other persons who had some connection with the home. In an important sense schools may be regarded as extensions of the home established to do what the home alone could not do but



Photograph by William H. Tea, Reading, Pa.

Training for a vocation

which could be done in schools through the co-operation of parents, children, citizens, and government.

The work of the state (government), too, about which you have studied in history and civics, was an extension of the work of the family, for in the earlier stages of society the patriarch, or father of the family, was the ruler with complete authority over every member. He both made and executed the laws. The same may be said of the church also, for before there were churches or synagogues or cathedrals, religious rites were performed by the head of the family. In a manner

suiting to the custom of his time, he led the family in worship. And when we consider the vocation, or what men do to earn a living, we again find the family as the chief performer. From the earliest time of which history bears record there was probably some division of work within the family. The father did the hunting and fighting, the mother cared for the children and the family needs for food and clothing. Everything was done by the family for the family without the aid of specialists—farmer, cook, mason, carpenter, manufacturer—such as we have today.

The work of all these five institutions or units in the development of civilization and human welfare is exceedingly important, but none is greater than that of the family. There are almost as many things to learn about it as there are about the school, the state, the church, or the vocation.

These are some of the reasons why it is worth while to study about the home and the family. Can you think of others?

The American home is a good place with which to start.

QUESTIONS FOR CLASS DISCUSSIONS

1. Which of the reasons given in this chapter for studying the home and the family seems to you the most important?

2. What do you think is the secret of the success of some particularly happy family of which you may know?

3. How do you account for the lack of success of some other family of your acquaintance? (Of course you will not name the family.)

4. Make a list of ways in which young people may be helped by a community's respect for their families.

5. Think of five things that you might do (or not do) to make your home more pleasant.

6. Suggest a few things that require special knowledge or skill that are done easily by some particularly successful homemaker of your acquaintance.

7. Which of the five institutions or units of co-operation named has had the greatest influence on your life? Which has had the least influence?

OPTIONAL GROUP REPORTS

1. Would you like to tell of some particularly pleasant or unpleasant experience that has come to you through one of these institutions? Has this experience had any important influence on your life? Explain as fully as you wish.

2. What difference would it make to you personally if any one of the five institutions was suddenly done away with in the society in which you live? What difference would it make to society? Answer these questions with reference to each of the five in turn.

REFERENCES

Read and report to the class upon something that interests you in one of the following books or magazines.

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Goodsell, Willystine, *A History of Marriage and the Family*. The Macmillan Company, 1934

Groves, Ernest R., *The American Family*. Lippincott, 1934

Better Homes and Gardens. Meredith Publishing Company, Des Moines, Iowa

Good Housekeeping. International Magazine Company, New York City

SECTION 2

THE AMERICAN HOME

changes
note { **The colonial home.** We know from our study of United States History that from colonial times to the present there have been many changes in the American home—changes in architecture, in equipment, in labor, in attitudes, and in social life. These changes have been due chiefly to economic conditions, to inventions, to the diversified requirements of different parts of the country, and particularly to the shift of population from country to town and city.

{ *Architecture.* Imagine yourself and your family in a strange country making a new home in a dense forest inhabited by wild animals and hostile Indians. You have little food, few tools, and no building materials but clay, stone, and standing trees. What would you do for shelter?

That is the position in which our colonial ancestors found themselves. Little wonder that they were put to it to survive or that they lived very simply. It is a long road from the log cabins which they erected to the modern mansion or lofty apartment house, or even to the modest, comfortable home of the ordinary man, whether in town or country. That struggle with the forest was carried on for three hundred years, as long as it took for the American pioneer to go from the Atlantic to the Pacific, as long as there was a "moving frontier." There were two points of difference, however: the forest at times gave way to the prairie or the upland plain, and the later home builder knew better what conditions he would meet and he was therefore a little better equipped to meet them than was



Frontier home and family

his immigrant ancestor. But the story of the frontiersman, wherever found, is one of privation and hard labor.

In some of the colonies caves were the earliest form of material home but they were a makeshift and were used



The Halliday Historic Photograph Co.

A typical colonial house

only until more comfortable quarters could be built. They were followed or accompanied by the bark or skin wigwam of Indian type, and these in turn were followed by the log cabin, which together with the sod house of the prairie was destined to serve throughout the frontier period. The typical log cabin was about sixteen by twenty feet in size, with a door hung on wooden or leather hinges, windows covered with oiled paper or wooden shutters, fireplace, and floor of bare earth or logs with a hewed flat surface turned

upward. Sometimes there was an upper room or loft reached by a ladder. The furnishings were homemade and primitive in their simplicity.

As the colonies became more prosperous the log cabin gave way to a dwelling of a different type. Its particular



© Ewing Galloway

When New York was a Dutch village

A quaint street in the Dutch period, showing the odd architecture of the homes.

form was determined by the type of house to which the builder had been accustomed in the old country and by the changes from that type made desirable by local conditions. The colonists wanted not merely shelter but also homes. In New York the Dutch inhabitants remembered their Holland houses of colored bricks, high roofs, and hospitable stoops. In the South, where wealth came early to the growers of cotton and tobacco, the English manor house served as the model, but it was modified to include the wide halls and open porches desirable for a warm climate. To this were added the numerous outbuildings required for

housing slaves, animals, crops, and farm implements. Mt. Vernon, the home of George Washington, is a beautiful example of southern architecture at its best. In New England there were three general types of houses all showing the influence of the Puritan spirit of economy and simplicity.



The early American family

First came the one-story or story-and-a-half frame cottage which followed in general the lines of the log cabin but was larger and better built. This was followed by a house two stories high in front with a long roof sloping down over a one-story rear part. An even later development was the simple rectangular full two-story frame or brick house, which is still popular not only in New England but elsewhere as well.

Furnishing and equipment. In the earlier houses furnishings and equipment were exceedingly simple and largely homemade. Stools served for chairs and boards hewn from logs for beds and tables. Boughs or straw were used in place of mattresses. There were no stoves. Cooking was

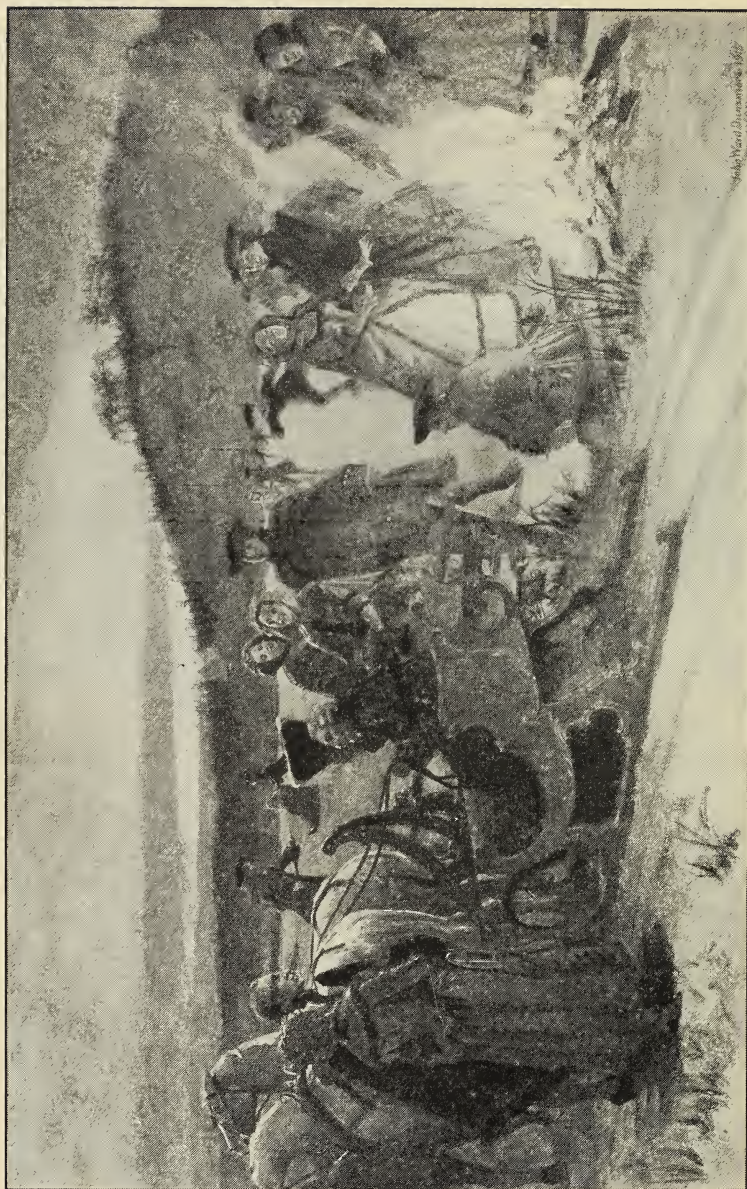
done over coals in the fireplace. Matches were unknown. If the fire went out it was necessary to use the tinder-box to start it again or to carry fire from a neighbor. Cooking utensils were made of iron, and tableware chiefly of wood or



Carrying fire from the neighbors

pewter. China was rare or unknown. Clothing and bed coverings were woven from flax or wool or made from the skins of animals. Light came from the fireplace or the pine knot, later from tallow candles. The chief implements were the axe, the saw, the hoe, and the rifle.

Economic
Activities. The activities of the home were determined by two facts: life was mainly agricultural and there were few or no vocational specialists. Every family was, therefore, a creating and a consuming unit. It created what it consumed and it consumed what it created. James Truslow Adams tells us that the provincial household "was self-



Courtesy of Title Guarantee and Trust Company

Skating in colonial days

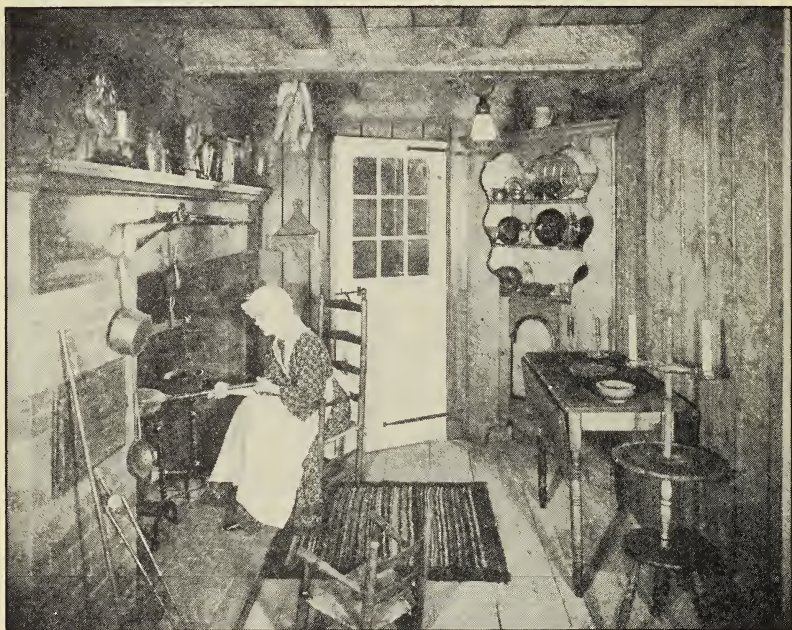
sustaining to a remarkable degree. A few things, like the iron pots in the kitchen, the pieces of pewter—if the household boasted of them—the materials for the best clothes, a few of the necessities for the table, such as salt, came from the outside but otherwise almost every article con-



Spelling match

sumed or worn was the product of the farm or the immediate neighborhood. The beef and bacon came from the owner's cows and hogs, slaughtered in the fall and salted down. The farm also supplied leather. The wool, which the women of the household carded and wove and spun, was from the sheep of the man's own fields. The cider was pressed from his apples. The winter's fuel was from the woods of his own woodlots or the village commons. The candles were made from tallow, produce of the farm, or from bayberries gathered by the children. The clothes worn by the entire household were frequently made by the women and sometimes

even by the men. During the long days of winter, the men fashioned the wooden farm implements, made innumerable utensils for the kitchen or built and carved and painted the



Courtesy of H. J. Heinz, Pittsburgh, Pa.

Early colonial kitchen of America

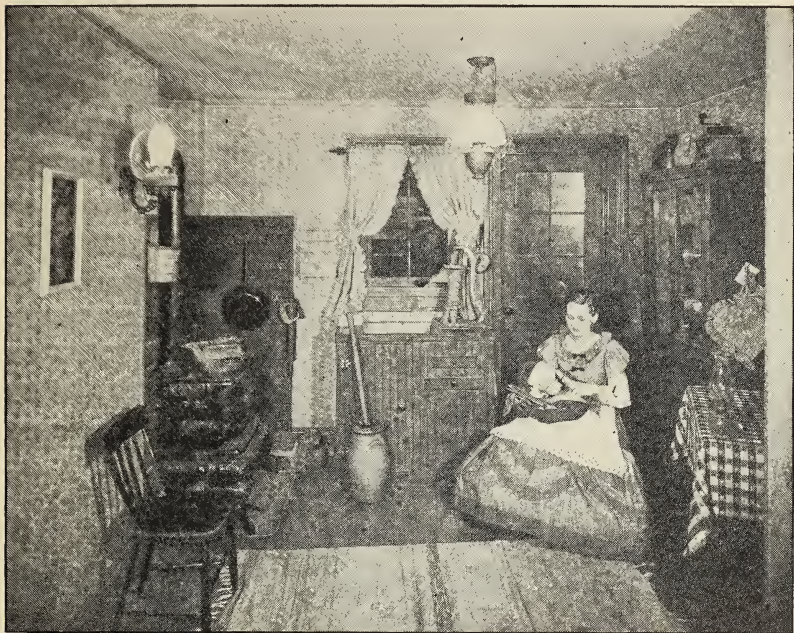
beds, chests, and chairs which slowly filled the rooms and added to comfort.”¹

Attitudes. Colonial attitudes towards home and family were colored by the religious, educational, and social beliefs of the time. This was particularly true in New England. Influenced by the biblical patriarchal idea of the family, the husband sought to subordinate wife and children. He succeeded in doing this as far as the wife’s legal rights were concerned. Her property became his when they were mar-

¹ Adams, James Truslow, *Provincial Society*, p. 87. Used by permission of The Macmillan Company, publishers.

ried. But the environment of a new country did much to stimulate her resourcefulness and independence. Children were to be seen and not heard. Obedience was exacted and the rod was not spared. It is not unlikely that a desire to

Grand
deceit



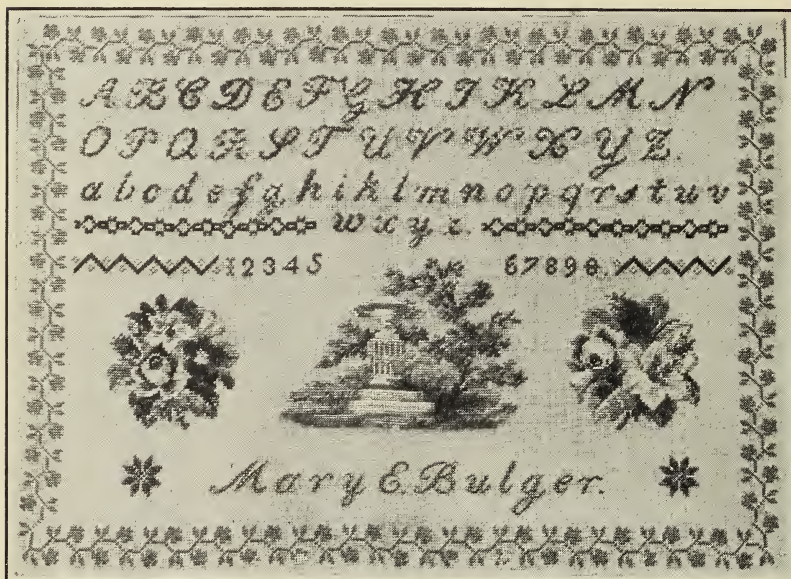
Courtesy of H. J. Heinz, Pittsburgh, Pa.

A later American kitchen of 1869

Contrast the early American kitchens with our present-day cheerful, colorful scientific workshops.

escape the severe discipline of the parental roof was partly responsible for the early marriages, which were common. In most colonies religious conformity was emphasized. Books were few. Newspapers were scarce or nonexistent. Education was limited to the three R's except for the few boys who were sent to the Latin grammar school and then to college to prepare themselves for service in church and

state. Bound as the colonies were to the material home in order to make a living and shut off from frequent association with their fellows, it is not strange that the cultural



Courtesy of The Metropolitan Museum of Art

In colonial days girls embroidered samplers to show their skill in needlework. life often fell to a low level, particularly on the moving frontier.

Social standards. Even in New England where democracy was most stressed, there was everlasting conflict between democratic equality and the class distinctions which had been a dominating feature of society in the countries from which the colonists came. As the colonies increased in wealth and security these distinctions became more prominent and families of inferior ability or economic status were systematically crowded out of established settlements and compelled to seek new homes on the wilderness frontier. It was on this frontier that social equality was found in its

purest form. In the South slavery made a real democracy impossible except a democracy of the aristocracy.

The social standing of a wife was determined not alone by the standing of her husband but also by her own ability and resourcefulness. She married not only a husband but



Husking bee

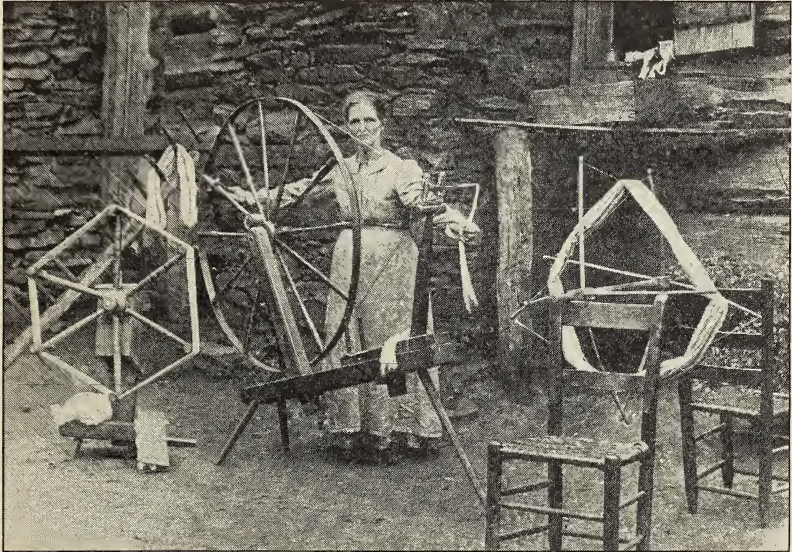
also a career. Her position in the community was established in part by the quality of the bread she baked, by the food she preserved for the winter's use, by the whiteness of her washing on the line, by the way her children were clothed, and by her skill in nursing. Doctors were scarce. In case of illness or childbirth or death a woman would put aside her own work to help in the home of a neighbor who needed her, and she was honored for what she could do. Her husband shared in her honors because he had chosen a wife who could care for him and his children so efficiently and still have strength to render community service.

Family loyalty was strong. Grandparents were revered in the home and made themselves useful by helping with the lighter tasks. Unmarried relatives resided with a married brother or sister and nearly every family had a spinster aunt or bachelor uncle who helped with the many tasks of a large family.

The modern home. It is impossible even to suggest all the steps by which the colonial home has become the modern home. Perhaps the most significant and comprehensive single statement that can be made concerning the change is that the rural home, the home in the forest or on the prairie, has given place to the home in the village or city. Of course the rural home still exists but it is in the minority since most of the population is now found in town and city. Moreover, many of the conveniences that could not be found in even the best of colonial homes are now available for country as well as city. The "cabin in the clearing" has disappeared and with it both the necessity and the opportunity for complete living within the family unit.

The changes of the last three hundred years have wrought a new home. The increase of population has banished the loneliness of the forest and given us the press of the crowd from which it is difficult to escape. The increase in wealth has given us the millionaire although the poor are still with us, relatively poorer than before. Division of labor has given us thousands of technical experts and skill: no man can now do all the things that are necessary for his own comfort and satisfaction. Applied science has given us thousands of conveniences and appliances so that we call this the machine age: the back-log has given place to the radiator or register; simple homemade furniture, to chairs and tables factory-made by the thousand; the hand needle, to the sewing machine; homespun, to ready-made clothing; the family wash tub, to the commercial laundry; the pine-

knot, to the electric switch; the growing and drying and preservation of food, to its selection at the corner grocery. These machines have more than kept pace with the increased demands of an increasing population so that unemployment has become, for the moment at least, the biggest

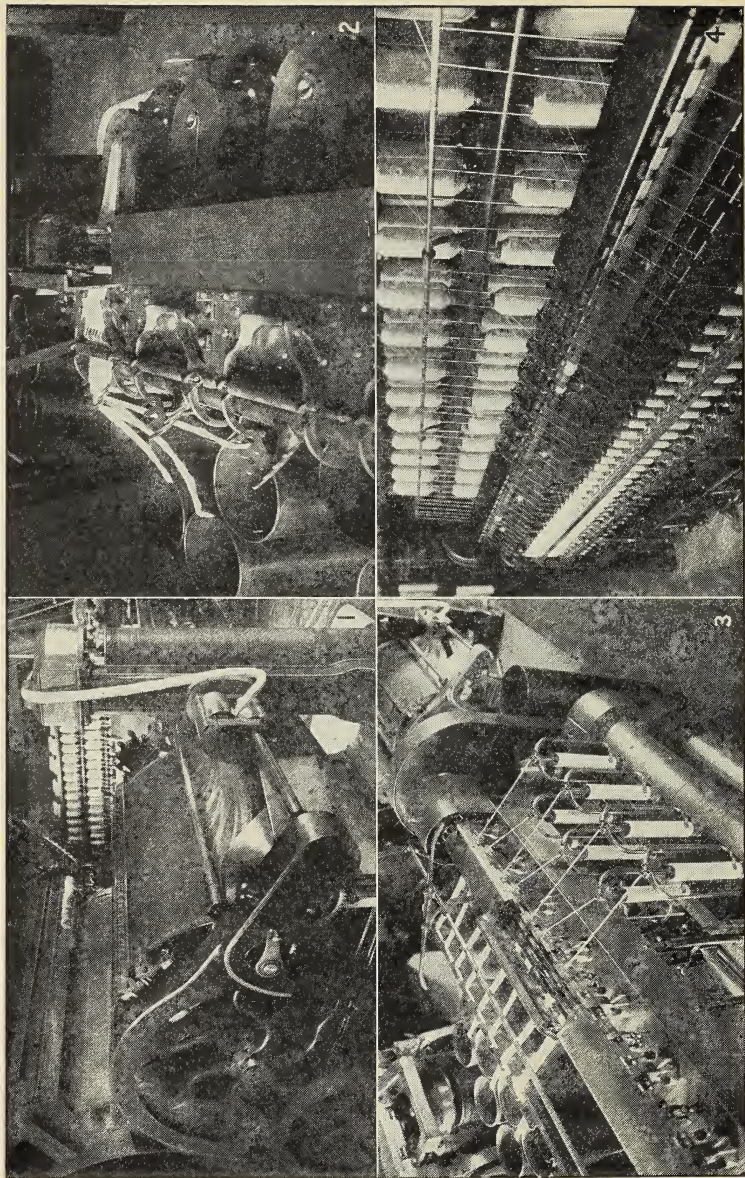


Reproduced by permission of The Philadelphia Commercial Museum

Spinning and reeling cotton

Contrast this simple method with the modern process shown on page 26.

social problem of civilization. The modern family can no longer build its home and grow its food and make its clothing. It must buy them. The colonial family possessed and needed little money. Without money the modern family cannot live. Except in the case of the wealthy or well-to-do who have inherited means of a livelihood, this money must be earned by labor. In colonial days husband and wife and children labored together in the closest co-operation. The family economic problem of today is very different.



Reproduced by permission of The Philadelphia Commercial Museum

Four steps in the manufacture of cotton

These changes in economic conditions have effected great changes in the amount and kind of work required in the home. Much of the work formerly done in the home is now done outside or in factories or by public-service agencies. Moreover, many of the tasks that remain are now done more easily and quickly by machines than they were formerly done by hand. Decisions have become more important than skills. It is more necessary to know what to feed the family than to know how to make a loaf of bread; to know how to select suitable clothing than to spin the cloth or even to make the garment. Whether the house is well managed or poorly managed depends largely upon the decisions of the homemaker.

Another effect of these changes is to give much more leisure to housewife and children. The latter now spend in school the years which they formerly spent doing their bit in the home or on the farm. Until very recently many of them found employment in factory or store. The mother, too, sometimes leaves the home to help in adding to the family income. In many cases the husband and father is no longer looked upon as the sole wage earner in the family. One result of this scattering of family activities and interests is that the unity of the family has been broken except in those cases in which special effort has been made to maintain it. The ability of girls to earn a comfortable living under pleasant conditions has made marriage seem to them less desirable or at least less necessary than it was when it was the only road to economic support. They are therefore in a position to demand more in the way of affection and comradeship in marriage.

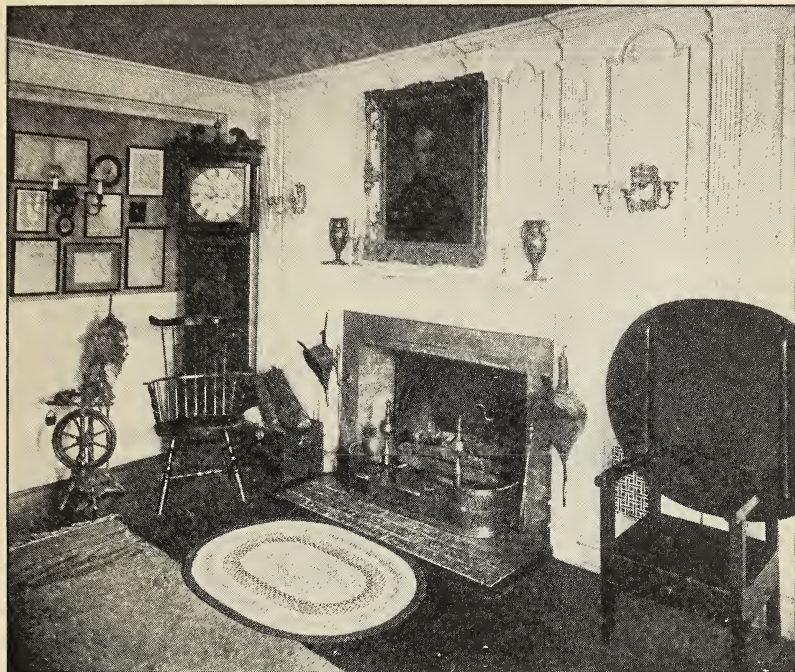
Within the home and outside of it are new resources the proper use of which can add much to the happiness and success of home and family. Science is contributing to our understanding of the various relationships within the home;

physiology and hygiene teach us about sex and health; psychology tells us about wholesome mental attitudes; and sociology helps us to understand our social relations. Outside the home, there are libraries, art museums, churches, and settlement houses which help the family make adjustments to present conditions of living. In the offing is social legislation regulating employment, insurance, old-age pensions, and minimum wages which may help to promote economic security and successful family life.

With all the changes in the American home one problem has remained constant. There have always been problems of shelter, of food, of clothing, of labor, of education, of health, of economic security, of relationships within the family and in the community, but underlying all of them has been the larger all-embracing problem of how to make the home a pleasant place to live and the family an effective unit in the development of human welfare and American civilization.

Summary. The American home has been greatly influenced by the colonial home and the pioneer home. In order to understand the home of today we must know something of the attitudes and beliefs of our forefathers. The colonial home was an economic unit which consumed what it produced and produced what it consumed. The attitudes and beliefs varied in the different sections. They were influenced by the conditions which had existed in the mother country. However, the attitudes were those of repression rather than expression. The life in a new, undeveloped country encouraged the independence of women. As the natural resources were developed, the home began to change from its rural state to an urban type. The rise in the standard of living, the changed status of woman, the lack of economic security, have brought about a family with different characteristics. The home in America has changed

from a rural home to an urban home in which decisions are more important than skills. This change is due to the development of our natural resources and the change from muscle to machine power. The object of the home is still



Photograph by Brown Brothers

A colonial fireplace

that of the rural home; to adjust ourselves to our environments so that we may live satisfying lives and to train young children so that they may have happy useful adult lives.

QUESTIONS FOR CLASS DISCUSSION

1. Describe the structure of a log cabin of pioneer days.
2. Describe the New England colonial type of house.
3. Describe the Dutch colonial type of house.

4. Describe the home of the southern plantation of about the time of the invention of the cotton gin.
5. Describe the furnishings and equipment of an early colonial home in New England.
6. What does Mr. Adams mean when he says "The provincial household was self-sustaining to a remarkable degree"?
7. Tell the story of an imaginary day's activities of a colonial family consisting of father, mother, and four children.
8. What are the chief causes of the change from the colonial home to the modern home?
9. Name some desirable features of the modern home that the colonial home did not have.
10. Name some desirable features of the colonial home that the modern home does not have.
11. Name some labor-saving devices of the modern home and discuss their influence on the social life of the home.

OPTIONAL GROUP REPORTS

1. Describe economic conditions in the colonial home.
2. Describe social customs of the colonial home. What were some of the satisfactions of the colonial family?
3. Describe colonial life with special reference to the treatment of the aged, relatives, and children in the home.
4. Discuss the position of women in colonial society with special reference to their independence and their legal rights.
5. Name some labor-saving devices or machines in agriculture and manufacturing and discuss their effect upon employment.
6. Compare the colonial home and the modern home with reference to the conservation of health.

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. How did the industrial revolution influence the American home?
2. Tell the story of transportation in America from the beginning to the present and show how it has influenced the family.
3. Review Harriet Connor Brown's *Grandmother Brown's Hundred Years*.

4. Review Hamlin Garland's *A Son of the Middle Border* or *A Daughter of the Middle Border*.
5. Review the autobiography of Andrew Carnegie. What did we mean by "success" in the early part of the twentieth century?
6. Describe the "sod house" and life on the prairie.
7. Tell the story of the "moving frontier" and its influence on the American home.

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UNIT ONE
THE MODERN MATERIAL HOME



Courtesy of New York City Better Homes Committee

America's Little House

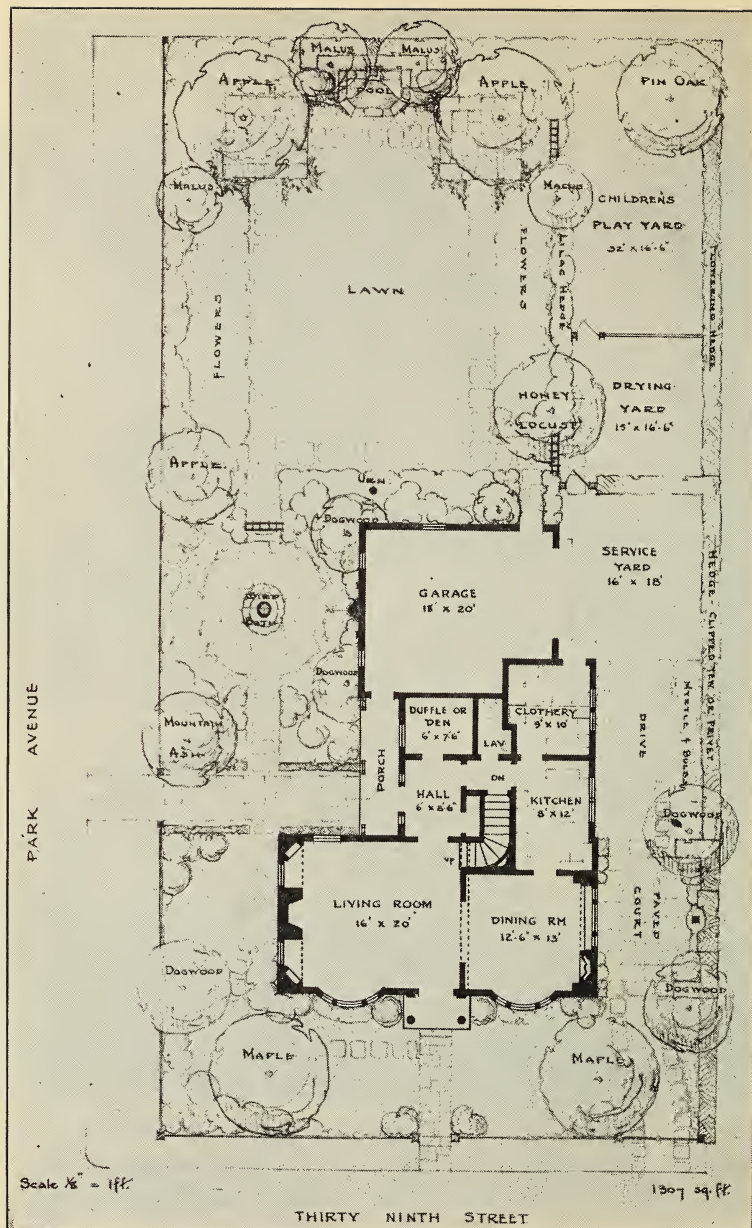
A model home built in New York City by the Better Homes Committee

SECTION 1

CHOOSING THE HOME

As we have seen in the preceding pages, in early colonial times the establishment of a new home, which often came while the young people were in their teens, meant erecting a log cabin in the woods and equipping it very simply with homemade materials. Some of the problems of the modern material home may well be seen through the experiences of a fictitious young couple whom we shall call John and Mary. John is a young attorney practicing law with a well-established firm in the large city where he has always lived. His salary is thirty-five dollars a week. He and Mary, whose early life has been spent in a small town, met at the state university which they both attended. Where shall they live? Shall they rent an apartment? Shall they rent, buy, or build a house? How shall they furnish it? What shall they buy in the way of mechanical equipment? These are questions they must face at once, for they have agreed that they do not want to live with John's parents or to board. They want a place to live that will be a home as well as a shelter, and they wish to proceed intelligently in establishing it.

The two questions, that of the location of the new home and that of renting, buying, or building must really be considered together, for an answer to one may determine the answer to the other. If they decide they want to live in the city so as to be near John's office and places of entertainment, it is clear that they can neither buy nor build because of the impossibility of securing a suitable location

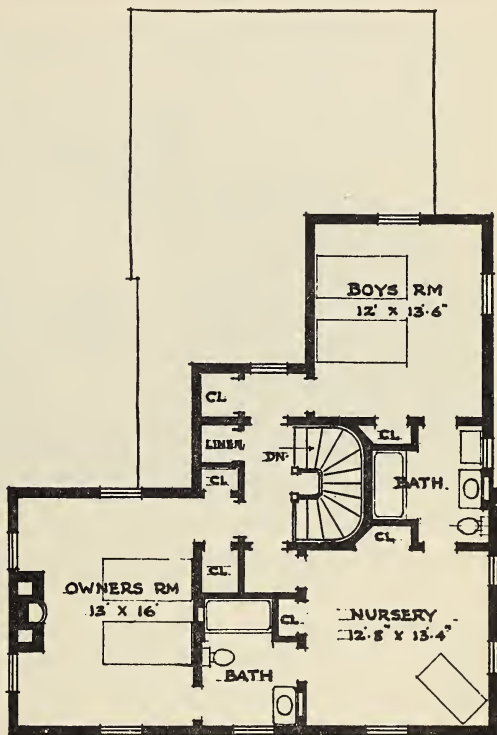


Courtesy of New York City Better Homes Committee
Ground plan and first floor of America's Little House

at reasonable cost. If, on the other hand, they decide they want either to buy or to build a house, they cannot locate in a large city.

Location. What are the chief factors that enter into the choice of a location? Probably the most important is convenience to John's business. If Mary were working too, her convenience would have to be considered also. If a satisfactory location can be found within easy walking distance from John's place of business, there will be a saving of carfare, and John will have the advantage of regular daily exercise. If this is not possible and he must ride, there may remain a choice between a residential section within the city but outside the business district, and a sub-

urban section farther distant but easily reached by street car, bus, or train. It may be necessary to allow from thirty minutes to an hour or even more for the trip, but the advantages may compensate for the expenditure of time and money required. If it happens that John's business makes it neces-



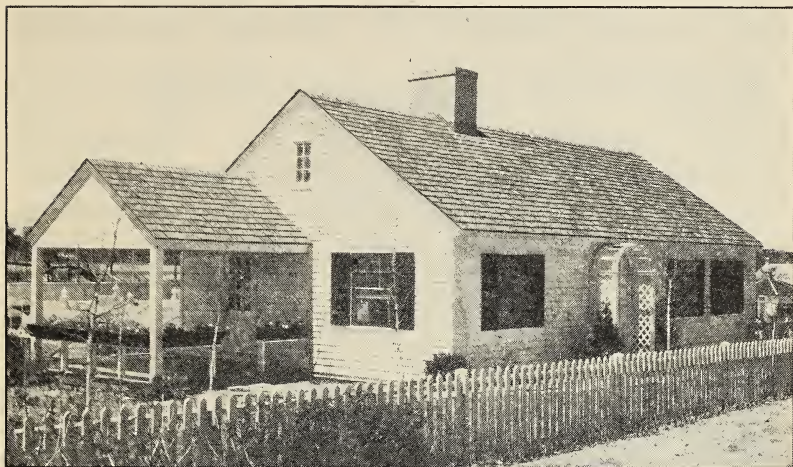
Courtesy of New York City Better Homes Committee

Second-floor plan of America's Little House

sary for him to travel so that Mary is left at home alone, it is doubly important that the location of the home be such that she can have safe, pleasant surroundings, and agreeable companionship of friends and acquaintances. This is very important in any case, however, for John and Mary will find their happiness not only in their own home but also in association with their neighbors. The character and interests of those neighbors must be taken into consideration. Then there is the question of church, school, library, and facilities for sports. The standard of living in the community is an important factor also. If most of the women do their own work, Mary would be content in doing hers. If, on the other hand, most of them employ maids neither she nor John would feel entirely happy without help which, with John's present salary, they could not afford. Finally, they must consider whether the total cost for shelter in any community is within the amount they can afford to spend for that purpose. Can you think of other things that might enter into John and Mary's choice of a location?

Your own experience may help in understanding this problem of the location of the home. Who chose your present home? What were the deciding factors in its selection? Do you live in the country, in a village, or in a city? In a residential, business, or factory section? How near are the schools and churches? Is there a library near and a reputable place of entertainment? Are there dangerous traffic areas through which you or small children of the family must pass? How far must Mother go to market? How much time and money does Father spend daily in going to and from his place of business? If you live in a suburban community, what advantages offset the disadvantages of commuting? What facilities are there for sports and other health-promoting agencies? Is there an interesting view? Is there disturbing noise from a much-traveled street or

from trains? Is there dust or smoke that makes it impossible to keep the house clean? Are there unusual traffic or health hazards of any kind? Are the streets well lighted? Is the fire and police protection satisfactory? What are the business interests of the men of the community? How do your neighbors spend their leisure time? Are their general



Courtesy of G. G. Roberts, Engineer, and "American Builder"

The Cape Cod Cottage of the Century of Progress Exposition
Representative of the inexpensive small house

interests similar to yours? What are the rates for water, gas, and electricity? How do they compare with similar rates in other communities? How do rates and property values compare with those in other communities in which you might have chosen to live? Are values likely to increase or decrease? Why did you move from your former location? What did it cost to move? What changes in furniture, curtains, and rugs were required for the new place? Has the new home enough advantages to compensate for the trouble and expense of moving? What are they? Name any other factors that entered into the choice of your present home.

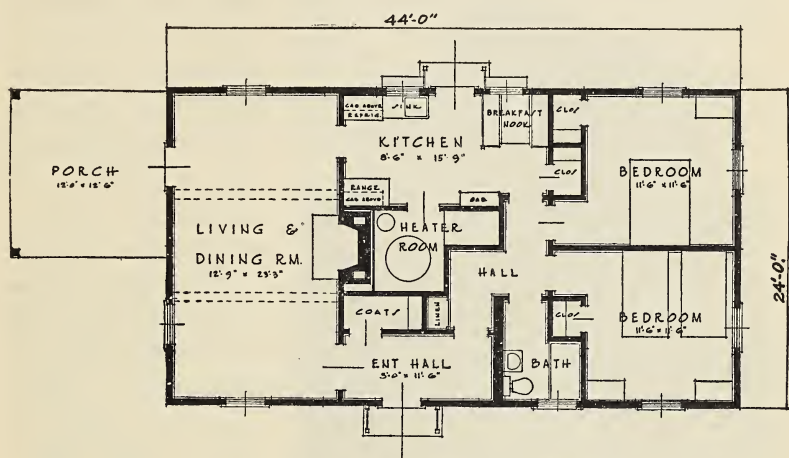
Evidently a good many things must be considered in deciding upon a location for a home.

To rent, to buy, to build? While John and Mary were considering a location for their new home they were considering also the question whether they should rent, buy, or build, and whether if they decided to rent, they should choose a house or an apartment. They took up each alternative in order, canvassing the advantages and disadvantages of each.

Renting. The advantages of renting were evident at once. It would be easier to choose a location convenient to business if it was not necessary to consider a long-time investment such as would be involved in buying or building. The immediate outlay of money required would be small and it could be made month by month as earned. There would be no responsibility or expense for the upkeep of the property. It might be rented by the month or year or for a longer period and it would be easy to go elsewhere when the period for which it had been rented expired. The renter is much more footloose than the owner. On the other hand, he is more or less at the mercy of the owner as far as amount of rent and period of occupancy are concerned. He cannot always secure desirable improvements. Most of all, he cannot do in rented property the things that he would enjoy doing to make his home peculiarly his own. The home is not his as it would be if he owned it.

If John and Mary should decide to rent, should they take a house or an apartment? If they chose the former, they would have the responsibility and expense of the heating plant, the plumbing system, and the care of the yard. Fires must be kept, ashes must be carried out, the pipes must not be allowed to freeze. On the other hand, the rent of an apartment usually includes the cost of heating

and necessary repairs. It is easy to close the door and go away for an extended period knowing that the heating and plumbing will be cared for. Moreover, the rent of an apartment is likely to be less than the rent of a separate house, although this is not always the case. But the apartment dweller is deprived of the privilege as well as the responsi-



The floor plan of the Cape Cod cottage

A well-arranged plan in which there is little waste space.

bility of caring for yard and garden, and to some that would be a real privation.

Buying. There is a fascination about home ownership scarcely to be found in any other experience. John and Mary felt it, but they knew that practical considerations were more important than sentiment, and they set about finding out what such ownership involves. They had some appreciation of the fact that home ownership suggests permanency of occupancy, and therefore encourages such family goals as thrift and desirable lasting associations for children, and it also creates a feeling of pride and interest in the community because as an investor the owner belongs;

but their chief immediate interest lay in the financial problems involved.

To buy would require the payment of a certain amount of cash, not necessarily the whole of the purchase price but

enough for a first payment. They could borrow the remainder from a bank or an individual or a building and loan association and repay in monthly or semi-annual or annual installments. This would require giving a mortgage on the property. They would also have to pay for fire insurance because the risk of loss by fire, even with modern fire protection, is too great to be carried by the owner. The cost of insurance depends upon the location of the dwelling, the



Courtesy of Baird and Warner, Chicago

A large co-operative apartment building

kind of materials used in its construction, and the fire protection given by the community. Then, too, they would have to pay for all their repairs and improvements—painting, screening, plumbing, the heating plant, doors, founda-

tions, roofing, building walks, and landscaping. Unless John and Mary take care of the furnace in winter and the yard in summer, these services must be bought. An allowance must be made for property depreciation in value due to age. Taxes, which all home owners bear in proportion to the valuation of their property, must be paid. These include an annual tax based on the valuation of the property and special taxes levied to pay the cost of street improvements which are supposed to increase the value of the property.

When John and Mary had completed their inventory of items that should be included in the investment, they found the following:

Interest on the amount of cash paid on the purchase. This must be included because if the purchase money were loaned or invested in a dividend-paying stock or an interest-bearing bond, there would be some income from it.

Interest on the money borrowed

Cost of repairs and improvements

Taxes

Insurance

Depreciation

It is estimated that the sum of these expenses amounts to about ten to fifteen per cent of the total valuation of the property.

To this statement of annual cost was added the consideration that property values might depreciate, that there might not be any market for houses when they wanted to sell, and that, therefore, they might lose by a forced sale or have the house on their hands in case circumstances should compel them to go elsewhere.

Before payment on the property should be made it would be desirable for John to examine carefully the official records as to the ownership of the property. As a lawyer he could do this himself or he could get a guaranteed title through

a title company whose business it is to examine titles and insure their accuracy and validity. It would be unsafe to invest in property the title to which is not absolutely clear, for someone else might have a legal claim on it and demand payment for his rights or even sue for possession of the property. Moreover, it would be difficult to sell a house if the title were not clear.

Other questions to be considered are: Is this a thriving community with all the improvements desired by buyers or must additional expense be incurred for sidewalks, sewers, and streets? Are there restrictions as to size of lots and cost of houses? Is the section zoned for residence only or may business encroach?

Advantages of owning over renting would be that John and Mary would have the satisfaction of knowing that their home is really theirs, that they could not be put out at the whim of the owner, and they could make improvements and changes as they wished. If property values should rise they might enjoy a profit if a time came when they wished to sell their house.

Building. If John and Mary should decide to build a new house they would have to consider the same points that are involved in buying and in addition all the problems that arise in connection with the planning and erection of the house. They could plan the kind of house they want, but unless they had made a special study of the subject or were acquainted with an unusually expert and reliable builder, they would probably find it desirable to employ an architect to help them plan, to correct any errors they might have made, and to see that the house was actually built according to contract and specifications. They would have to decide whether the construction should be of frame, brick, stucco, stone, or some of the newer materials that were featured at the Century of Progress Exposition and

that seem to have some advantages in cost and comfort over the older materials. These materials include steel, synthetic stone, and glass that permits health-giving violet rays to enter. They are yet in the experimental stage, but they should be studied. Special points to be considered would be insulation, air conditioning, automatic heating equipment, lighting, and electrical outlets and appliances, which add so much to the convenience and comfort of the modern home.

In all their planning John and Mary did not forget that their home would be not only a shelter and protection against adverse forces of nature, but also a place for rest, relaxation, and the cultivation and expression of their own personalities. These spiritual values, though less tangible than the material values, are quite as important.

Summary. In the choice of a modern home two questions, which must be considered together, are important. The first, the location, will depend upon several factors, among them convenience to business, the character of the community, and the standard of living. It will also depend upon the second question, whether John and Mary want to rent, to buy, or to build. Even after this has been decided, there are many factors that must be taken into consideration.

QUESTIONS FOR CLASS DISCUSSION

1. What surroundings in a community would determine whether one might like to live there? (Shultz, H., *Making Homes*, p. 161)

2. What claims does your Chamber of Commerce make concerning the desirability of living in your town? What conditions could be improved?

3. In what ways has your community made itself a desirable locality for rearing children?

4. What kind of house plan and yards do you think are most needed for a family of several growing children?

5. How much does the neighborhood standard of living affect your family? Are the results justifiable?

6. If you could choose a home of your own, where would you locate? Give reasons for your choice.

OPTIONAL GROUP REPORTS

1. What financial plans are available so that families may own their own home? (Wood, M. W., Lindquist, R. M., and Studley, L. A., *Managing the Home*, pp. 167-179)

2. What are the fire insurance rates on household furniture and what is the rate of fire and theft insurance on an automobile in your community?

3. What factors correctly determine the family standard of living? (Friend, M. R., *Earning and Spending the Family Income*, pp. 65-69)

4. What are the specific housing needs of a family of five: mother; father, who is a professor in a nearby college; Jack, aged fifteen, in a senior high school; June, aged twelve, in junior high school; and the baby, two years old?

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. If your parents own the property in which you live, estimate the monthly cost of home ownership in your case.

2. Gather house plans suitable for the small family. Compare their advantages and disadvantages.

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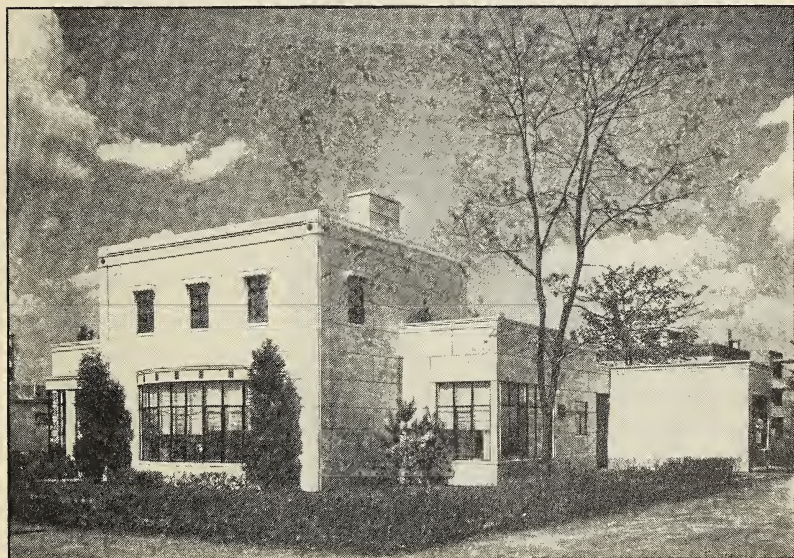
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SECTION 2

THE HOUSE OR APARTMENT

While John and Mary were deciding where they should live and whether they should rent, buy, or build, they looked at many apartments and houses and gained a good deal of



Courtesy of Good Housekeeping Studio

A model house constructed of Stran-steel
An exhibit at the Century of Progress Exposition

information as to what was practicable and desirable in the way of space and equipment. They found that the floor plan was important and also the heating plant, plumbing system, the lighting arrangement, closet space, the garage, and various other items of convenience.

The floor plan. The floor plan is a drawing that shows the number, size, and arrangement of rooms. John and Mary wanted a living room, kitchen, bathroom, and two bedrooms. This, they found, was called a four-room house or apartment, bathroom and hall not being counted. There



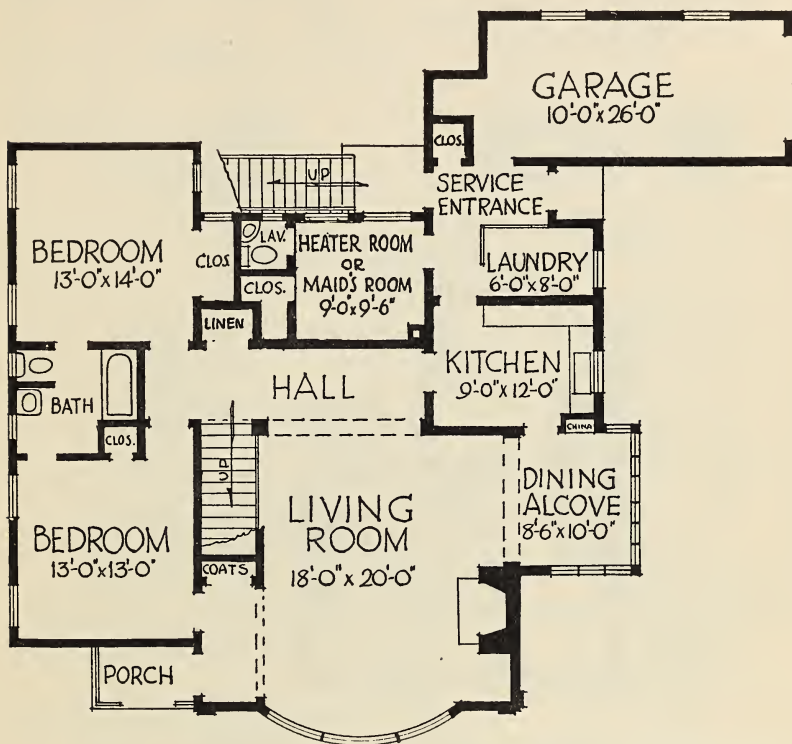
Courtesy of Good Housekeeping Studio

The living room of the steel house (page 47)

might also be a dining room, but this was not necessary, particularly if there was a breakfast nook off the kitchen or an alcove off the living room. They realized they might have to choose between fewer rooms in a good location and more rooms in a location less desirable. If they took an apartment, all these rooms would be on one floor. In a house the bedrooms and bathroom were likely to be on the second

floor, although a house of the bungalow type might have them all on the ground floor. As they looked at houses or plans, they found themselves asking questions like these: How many rooms are there and what are their dimensions? Are they conveniently arranged? In what direction do they face? Is there cross ventilation? Are doors, windows,

closets, and radiators or registers so arranged that furniture can be placed satisfactorily? Is there waste space anywhere? Can you enter all the rooms without going through

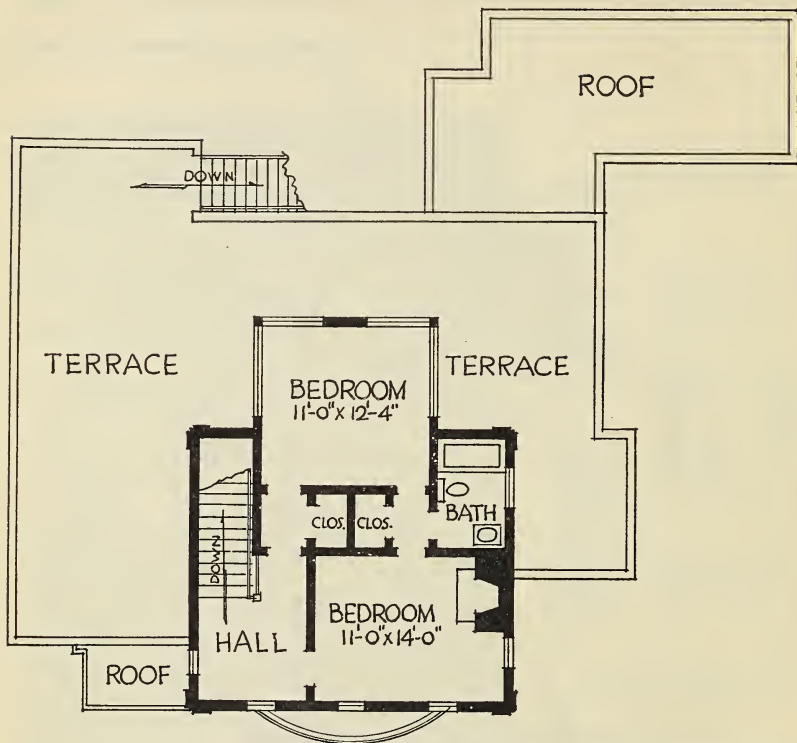


Courtesy of Good Housekeeping Studio

First-floor plan of the steel house shown on page 47

any other room? Is there enough closet space? Is there a porch or veranda that may be used in pleasant weather? If Mary and John had wanted a larger house they would surely have looked for at least two bathrooms, for a house that is well equipped with bathrooms is much more convenient and much easier to sell. When they were looking at apartments or two-family houses, they tried particularly

to learn whether the building was well kept, whether it was adequately heated in cold weather, and whether the



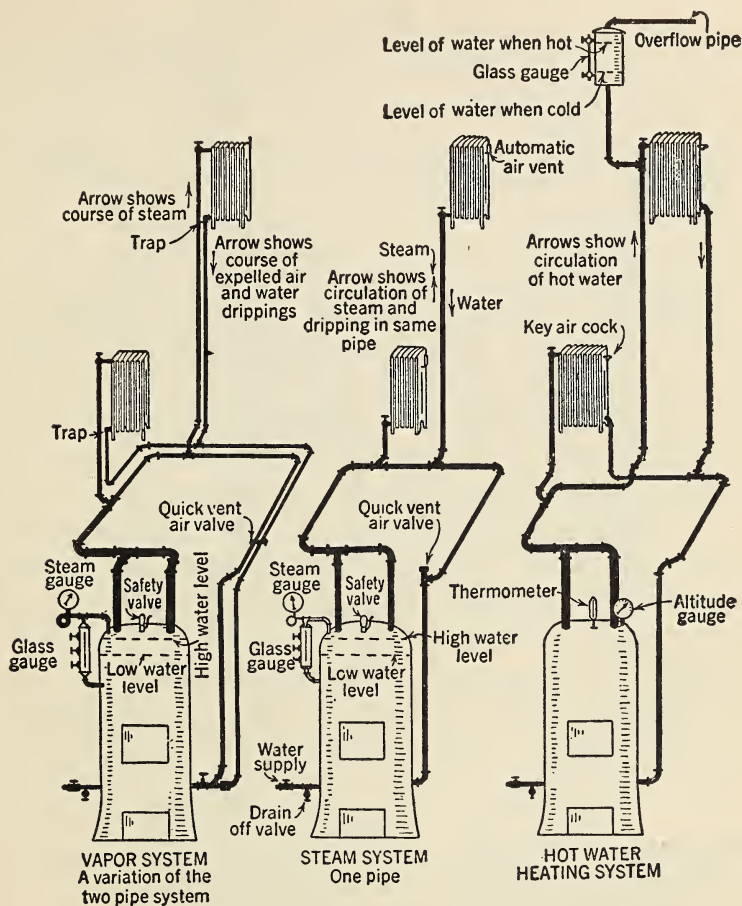
Courtesy of Good Housekeeping Studio

Second-floor plan of the Stran-steel house

near neighbors were inconsiderate in the use of their radios and indulged often in loud parties late at night.

The heating plant. In apartment houses John and Mary would be likely to find only steam or hot water. In a house they might find either of these or a hot-air furnace. They learned that all of these are satisfactory if they are properly installed, each having advantages. What are these advantages? They found that three chief kinds of fuel are

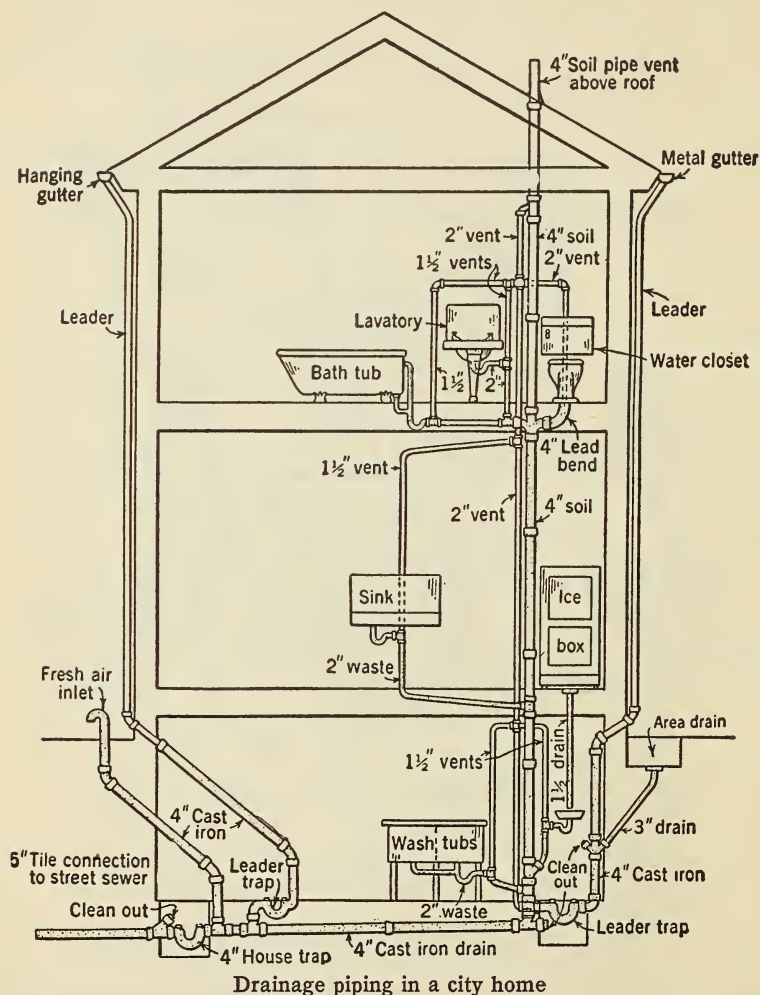
used—coal, oil, and gas. If they had been looking at a house in the country or in a small village, they might have found



Vapor, steam, and hot-water systems of house heating

only stoves for heating and wood as well as coal for fuel. They found that there was considerable difference in the cost and a corresponding difference in the convenience of heat fuels. Intimately connected with the heating plant,

they found two relatively new features that are sure to make modern houses more comfortable and healthful—



insulation, which protects the house from extreme heat and cold and which, therefore, effects a saving of fuel, and air-conditioning, which cools and purifies the air and which

adds greatly to comfort in extremely hot weather. They decided that it would be worth while to make a careful study of these features.

The plumbing system. The plumbing system includes water pipes, bathroom and toilet fixtures, laundry tubs, the hot-water tank, the kitchen sink. Brass pipes and the copper tank are somewhat more expensive than galvanized materials but they do not accumulate rust on the inside and they are practically indestructible; consequently they are much more desirable. There are great differences in the size, quality, and attractiveness of bathroom fixtures and kitchen sinks, with corresponding differences in cost. Laundry tubs and the hot-water tank are usually found in the kitchen or in the cellar. Both pipes and tanks should be properly placed or insulated to insure against freezing. When they were examining houses, John looked particularly for water connections in the garage and an outside faucet which should provide water for use in the yard.

The lighting arrangement. In some of the older houses, John and Mary found gas piped for lighting as well as for the kitchen range, but in the newer houses and apartments they found only electricity. The important feature of the lighting system is an abundance of lights conveniently arranged, with plenty of outlets. Mary remembered that these outlets are important for use with the vacuum cleaner and other electrical appliances.

Closet space. As John and Mary were both orderly in their habits, they realized the importance of closets and cupboards as a means of keeping clothes clean, saving labor, and knowing just where everything is. Besides bedroom clothes closets, a coat closet near the front door and a linen closet near the bathroom are particularly useful. China closets are usually built-in so as to occupy a minimum of space. Mary always noticed whether the kitchen

cupboards and closets were adequate and liked the built-in broom closets and ironing boards.



Courtesy of Better Homes in America

Well-arranged closets

The garage. John and Mary found that if they lived in an apartment and kept a car, they would also have to rent a garage. When they were looking at houses they found that most of the newer houses had a garage either attached to the house or separate. If they should buy or build, they regarded a garage as particularly important not only for their own convenience, but also because it would add much to the salability of the property in case they should want to sell it.

Summary. Important features of the house or apartment are the number, size, and arrangement of rooms, the

efficiency of the heating plant, the adequacy of the plumbing system, the number and arrangement of lights, sufficiency of closet space, and suitable garage accommodations.

QUESTIONS FOR CLASS DISCUSSION

1. Visit a house in the process of construction to note foundation, insulation, installation of plumbing and heating equipment, and any other items you may find interesting.

2. Consult the interests of each member of your family to discover each one's "heart's desire" in building a house.

3. How are floor plans read? (Shultz, H., *Making Homes*, p. 185)

4. What would be the features of a house or apartment that would satisfy you if you were contemplating the purchase of a home of your own?

OPTIONAL GROUP REPORTS

1. What are the prevalent types of architecture in America? What types are used in your town? (Shultz, H., *Making Homes*, p. 237)

2. It is sometimes said that dining rooms are going out of fashion. Examine house plans to see if this statement is true.

3. Plan the rearrangement and remodeling of a house with which you are familiar so that it may better suit the needs of its occupants. (Wood, M. W., Lindquist, R. M., and Studley, L. A., *Managing the Home*, p. 142) or (Soper, W. W., *Economic Citizenship*, p. 185)

4. Report on some phase of house construction as shown at the Century of Progress Exposition.

OPTIONAL INDIVIDUAL REPORTS

1. Make a study of lighting from the beginning of history to the present time.

2. Compare modern heating systems with a statement of the advantages and disadvantages of each. (Balderston, L. R., *Housewifery*. Lippincott, 1921)

3. Investigate the air-conditioning systems on the market. Report their comparative values.

4. What would it cost to buy or build a house in which you would be willing to establish a home? Describe the house and locate it.

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SECTION 3

HOUSE FURNISHINGS

Planning the furnishings. Mary and John, after much thought, selected a place to live and were ready to furnish it. One evening Mary suggested to John that they should do some "paper planning" together so they might be wise purchasers when they shopped later. Actually they found they needed several evenings to accomplish the task. This was how they worked:

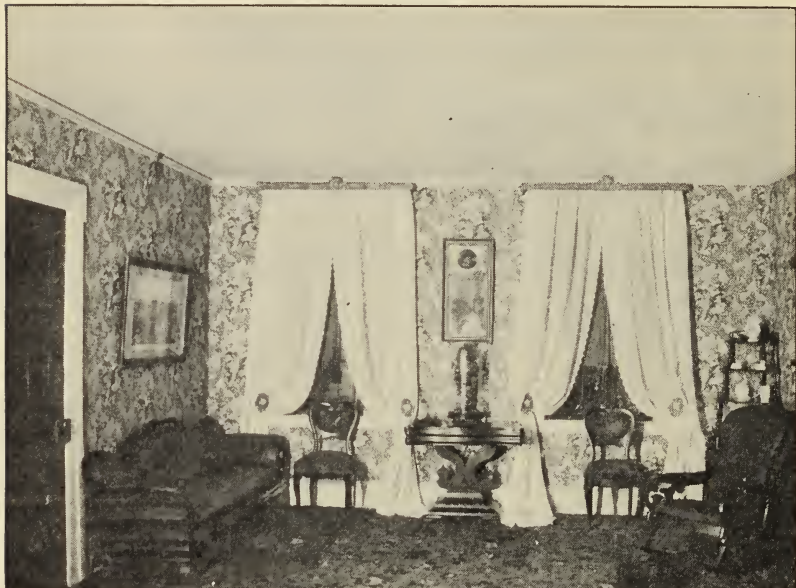
1. They found it necessary to estimate what they might spend from their combined savings and what additional sums they could spend or set aside each month from John's salary for a furniture budget. (See *Economic Security*, pp. 148-159.) Moreover, they thought it a mistake to buy temporary makeshifts. Really good furniture costs money because one pays for good workmanship and superior materials.

2. They estimated the minimum number of pieces they would need, remembering that it is much wiser to buy a few, well-selected pieces at first and add others later.

3. They had previously measured the rooms and drawn a rough floor plan on which they might place tentative choices of furniture. Even the wall outlets, windows, and doors were indicated that there might be no possibility of buying furniture that would not fit their wall spaces.

4. Since they could redecorate, the background color scheme of walls, woodwork, ceilings, and floors was next planned. And since it was an easy matter to decide upon the entire background while they were considering paint

and paper, they also planned for the draperies, glass curtains, and rugs. Having done all this, they completed the color scheme desired for each of the rooms.



Courtesy of Chicago Historical Museum

Abraham Lincoln's parlor

In Lincoln's day horse-hair upholstery, heavily patterned wall paper and rugs, lace curtains which dragged on the floor and glass-enclosed wreaths and corner what-nots were the fashion.

5. Their next accomplishment was selecting the furniture and arranging it. Wisely selected furniture is a contributing factor in home enjoyment.

The completed plans for furnishing were based upon the facts, principles, and suggestions found on the following pages of this section.

Beauty in house furnishings. Everyone is affected by beauty in home surroundings; this is particularly true when the eye is trained through study to recognize what consti-

tutes an artistically furnished home. Beauty is not the only criterion. House furnishings should also satisfy one's desire for individual expression so that their beauty is not like that of other houses but expresses one's own personality.



Courtesy of Home Economics Department, Evanston Township High School

Contrast Lincoln's parlor with this living room of a high-school apartment furnished by girls enrolled in home-economics classes.

The value received for the price paid may be thought of not only in terms of wearing quality but also of pleasure received from possession. It is hard to separate the two because usefulness is a part of beauty and both contribute to the homemakers' enjoyment.

No doubt one of the first thoughts which occurs to the beginning homemaker when confronted with a bewildering array of furniture in the shop is: What is beautiful? How can I be assured that the articles I choose are in good taste?

These questions may be narrowed down to a few points which will help in making decisions.

What is good decorative design and how much is desirable? There are simple tests that serve as measures by which to judge ornamentation. 1. Any decoration should follow structural lines and because of its placing emphasize the shape of the object. No doubt this explains why



Courtesy of Marshall Field and Company

A modern treatment of a fireplace

gate-leg tables prove so delightful an addition to a room. The decorative design is simple and follows the runners and legs of the table. The old-fashioned sideboard served to house the china, but the design was not pleasing, and it was a dust catcher that required much attention.

2. Decoration must be simple enough merely to emphasize the design; more is superfluous.

3. Decoration must be suited both to the material of which the furniture is made and to its purpose. Apply this principle of good design to an elaborately carved chair. It may satisfy the eye in its beauty of line but sit in it for a while

and feel how uncomfortable it is to the back. At once we realize how important use is in making a wise choice. Decoration must not interfere with purpose. Have you ever felt the inconsistency of a naturalistic dog woven in a hooked rug? Or the superfluous nature of a naturalistic rose on a flower vase? Too often naturalistic designs (faithful reproductions of natural forms) are superfluous to the object they decorate because they do not grow out of structure. Conventionalize that same design and apply it so that it adds to the structure and then we have design in good taste.

Good proportion.

Good proportion requires that spaces be broken up unevenly, that the relationship be expressed as 2:3 or 3:5. Gather illustrations of chairs or other pieces of furniture in which the

space relationship is evenly divided. Gather others in which the space relationship is broken up unevenly. The one will prove more interesting than the other because even spacing tells its story quickly. It does not hold your interest. Even spacing tends to become monotonous. Uneven space relationships fascinate you because



Courtesy of Marshall Field and Company

An example of good decoration and pleasing spacing

your interest is held until the subtle spacing is clearly understood.

Good construction in furniture. Perhaps you have seen chairs which in a short time grew "lumpy," "carving" which came loose, "solid" mahogany that blistered, or davenports whose springs sagged woefully. Can the thrifty consumer be assured that he is getting what he pays for? First of all it is well to patronize reliable merchants upon whose word he can depend. In many articles there are opportunities for misrepresentation, and even the well-informed purchaser may make mistakes. Inner construction, which must be bought sight unseen, will be repaired by a reliable merchant if it proves to be poor. Granted that we deal with reputable firms, we may rest assured that we pay for what we get. A higher price is certain to be charged for the best materials and construction. Some facts can be readily learned to guide us in purchasing.

We should know furniture woods. Each has a characteristic grain peculiar to that wood and can be finished in one or several different stains. The woods most used in the exposed surfaces of furniture are maple, walnut, mahogany, gumwood, oak, and birch. Sometimes gumwood is substituted for walnut and birch for mahogany in order to cheapen a piece of furniture. That is why one should learn to recognize woods. Maple is a fine-grained, light wood finished in golden or warm cherry color. Walnut is characterized by a grain that shows dark lines running parallel and may vary in color from lighter tones to rich, dark shades of brown. We shall never confuse mahogany with walnut if we remember that the former is finished in reddish brown or brownish yellow and the comparatively little grain appears as short, straight, fine lines in the finished wood. Oak is a very coarse-grained wood and may be given a light yellow finish called golden oak, a soft brown

color, or a cinnamon color called fumed oak. Wood must be well seasoned before it is made into furniture, else it will crack.

Obviously, not all furniture is solid mahogany or solid anything else. It is not possible for all articles to be made exclusively of one wood. There isn't enough wood. Some desirable materials are growing rare. And there are customers who wish cheap furniture. Better firms advertise a desk as "walnut front and gumwood sides and back." Their customers know they do not misrepresent their merchandise.

Since woods have become rare there is another way of retaining the beauty of a piece of furniture and yet lowering its cost. One may find a very beautiful table or other piece of furniture in which a thin layer of mahogany has been glued to a cheaper wood in its construction. The beauty of fine grain and luster has been preserved for the article and there is also a chance to build an unusual effect by matching grain in a design. This is called veneering. Look at the back edge of such a table and you will see the line where a thin piece of wood, one-eighth inch or less in thickness, has been glued to the surface. Examine the drawers of a dresser and if they have been veneered you may discover the same thin strip of wood along the front edge. Veneer may be used to save rare woods, to produce a beautiful grain, and to make an article less expensive and sometimes to make it stronger. But when poorly done, veneer may come loose at the edges and produce a blistered effect. Fine pianos are often made by veneering thin strips of mahogany to another piece of mahogany. This is done to produce a more beautiful grain effect and to prevent warping.

Certain details of furniture construction will bear examining. Dining chairs will prove to be more sturdy if the four legs are braced under the seat at each corner with

brackets screwed and glued. If the seat is removable, upholstery may be replaced easily when worn. The back legs should run in a single piece from the top of the back to the floor. If the leg and back consist of two separate pieces, each set separately into the seat, the construction will be weak at that point. A dining-room table should have a good waterproof and heat-proof finish and be convertible by means of inserted panels in the middle or sliding ends, as in the refectory type. Drawers of chests should have center runners and dust partitions. The exterior finish of a piece of furniture may be an indication of its price. The shiny varnished table will cost less than the one with a dull polish produced by long rubbing.

Good taste has put the stamp of approval on the dull, hand-rubbed wax finish. Highly varnished pieces mar easily and are undesirable also because they reflect light from their surfaces. The same is true of floor finishes. Waxed floors are more beautiful than varnished ones.

To judge the construction of an upholstered chair or davenport is more difficult than to judge that of other furniture. Much can be told by sitting in the chair. It should be comfortable and the springs should be firm and resilient. No easy chair is comfortable if the seat is so deep from front to back that one has difficulty in rising. The distance from floor to seat may be too long for a short person to use the chair with comfort. To be most comfortable a lounging chair should also have a slight tilt to the back. The upholstery material will wear well if the design is not too large and does not show many floating threads thrown to the surface as they are in some damask weaves. Loose surface threads catch easily and wear by constant friction because of their exposure. Ask the merchant to tell you of the hidden inner construction. What is the wood of the inner structure? Is the webbing which supports the springs of

Design is very important, but •
DON'T BUY FURNITURE
FOR APPEARANCE ONLY
The quality in furniture is hidden
beneath the surface

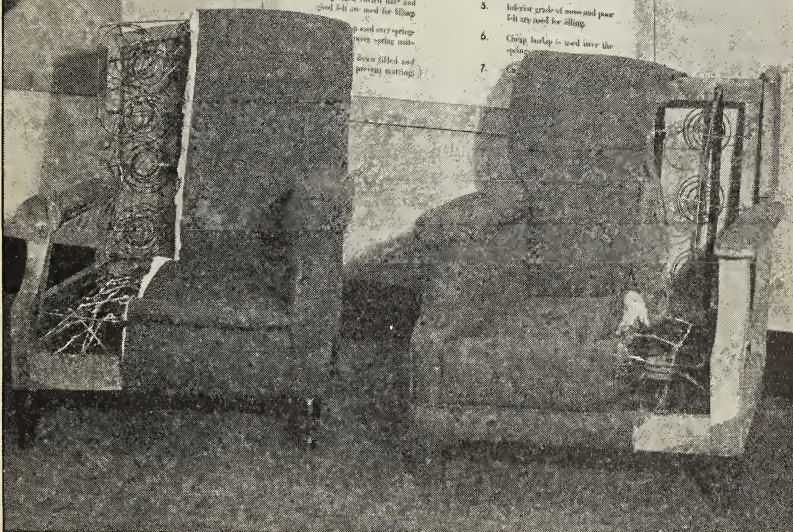
FOR INSTANCE, COMPARE THESE TWO CHAIRS

a GOOD QUALITY

1. All hardwood frame, well made.
2. All joints dovetailed, screwed, glued and reinforced.
3. The frame web bottom attached with heavy springs to frame.
4. There are 21 springs—colored H says in the quality chair. Now how the back and low seats are each fitted back with wire.
5. Long black curled hair and good felt are used for filling.
6. The seat and back are filled with wool and over springs.
7. The seat and back are filled with wool and over springs.

b CHEAP QUALITY

1. A cheap frame, poorly made.
2. All joints are nailed and glued only.
3. Cheap steel bottom directly tacked to the frame.
4. There are 10 springs, widely spaced and tied four ways in this chair. Only nine springs in here.
5. Inferior grade of moss and poor felt are used for filling.
6. Cheap hair is used over the springs.
7. The seat and back are filled with wool and over springs.



Courtesy of Marshall Field and Company

Hidden values in upholstered furniture

A hardwood frame, a sufficient number of spring coils to carry the strain of wear, strong webbing underneath to support the springs, and long curled hair and wool for filling—these are indications of a well-constructed chair.

good quality? Are the springs well tied? In a well-constructed chair springs are tied nine or ten times. In chairs of poor quality they are tied two or three times and sometimes each spring is merely encased in a little canvas sack. Upholstery fillings consist of hair, down, fiber, cotton, excelsior, moss, and kapok. The best filling for upholstery is hair, and for loose cushions, down.

Upholstery. To know upholstering materials one needs to handle them and study their texture and weave. We may roughly divide such materials into three classes because the result produced by their use varies so decidedly with pattern or weave and fiber used in construction. They are:

1. The very formal, aristocratic fabrics, such as rich damask, silk brocades, brocatelles, and tapestries. These materials are smooth and luxurious, and the first two are always lustrous and satiny. They have figures woven into the fabrics and are not intended for hard wear. One thinks of the luxury of the reigns of Louis XIV and XV when one sees a brocaded silk fabric.

2. The fabrics which stand wear, such as velour, mohair, friezé, and velvet. They are as rich as the first group but are identified by a soft velvety feel due to the pile weave.

3. Cheaper, more common cotton and linen fabrics, such as cotton damask, denim, chintz, cretonne, rep, monks cloth, and hand-blocked linens. The effect is flat, there is no luxury of depth due to weave. But pleasing designs and colors may be found by one who knows what to look for. A good hand-blocked linen is expensive. This is the only exception to the statement that these are cheap fabrics. They are often used for slip covers. Their texture may vary from the stiff shine of glazed chintz to the coarse sturdy feel of monk's cloth or rep.

Note that with only a few exceptions the above-mentioned fabrics are equally suitable for drapery fabrics. Much that

is said of their selection as upholstery material may likewise apply to their choice as draperies. One needs only to remember that drapery material will need to be hung in folds while upholstery fabrics will lie flat.

Design. Large, figured, bright, upholstery designs, which because of their size completely cover a cushion seat of a chair, are difficult to use because they produce a confused feeling of "splotchiness." Recently it has been fashionable to have davenport cushions covered on one side with a figured pattern and on the reverse side with a plain fabric. Often we see such a davenport with one or all of the cushions showing the large dominant figure against the otherwise plain surface. The effect is loud and "spotty."

A few general principles may help in the selection of upholstery fabrics.

1. Think of upholstery in terms of color, design, and texture. Then relate the three to the room, its background and furnishings. See the whole as a unit. There should be harmony of texture, of fabric, and of grain of wood. Contrast the coarse grain of oak with the satiny finish and polish of mahogany. With which wood will you use a silk brocade, velvet, a denim, a cretonne? What fabric would be in keeping with the lines of an Italian Renaissance chair?

2. The size of the pattern must bear a pleasing relationship to the size of the furniture it covers. Large figures may be used on large pieces of furniture for large rooms.

3. The larger the area of bright color, the more neutralized it should be, else it will take possession of a room.

4. Patterns may be overdone in a room. Figured wallpaper, patterned upholstery on chairs and davenport, and an all-over design in the rug create a bewildering competitive effect of design which confuses and tires one. It would be well to plan some of the furnishings in a plain surface. Competition does not make for harmony.

5. Conventionalized patterns are in better taste than naturalistic. The conventional is less disturbing and is

more suited to being sat upon or walked upon.

6. Do not choose a matched set of living-room furniture. Think how much interesting color and design one loses by choosing identical upholstery. Such an outlay of the same fabric proves monotonous.

7. Upholstery fabrics must give service proportionate to the price invested.

Curtain materials. The purchaser has such a variety of materials from which to make glass curtains that he need never lack for



Courtesy of Marshall Field and Company

A recent trend in curtains and draperies for use with modern furniture

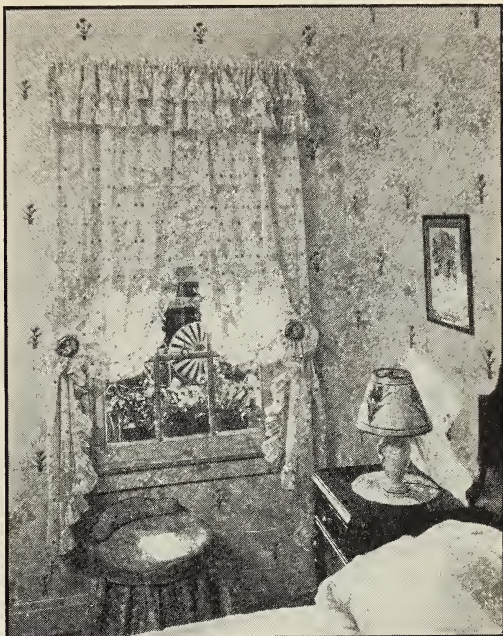
This arrangement is pleasing because it does not break the spacing into unrelated areas.

just the thing he wishes in color, texture, and personality. If he wishes only privacy with a minimum of light excluded from the room he may choose from such sheer fabrics as dotted swiss, grenadine, voile, net, marquissette, organdy, scrim, and theatrical gauze. If he wishes

a medium weight there is china silk, casement cloth, and pongee. If he cares to dispense with the usual glass curtain he may use simple parted curtains of any one of the following: cretonne, calico, chintz, ratiné, and gingham. Some of these lend themselves best to the informal atmosphere of the kitchen or summer cottage. Are you able to identify all of these curtain materials?

Colors. Sand, beige, tan, ecru, ivory, gray, or cream will always prove satisfactory because they are the color of light and form a simple, neutral background. We prefer to have curtains blend with

the wall because they are part of that background. It is not impossible to repeat the color of rug or upholstering in curtains. In that case, the windows will be a decorative feature. Curtains when hung should never interfere or conflict with the lines of the window. They should conform by hanging straight or, if looped back, by being parted enough at the top so as not to form inharmonious shapes at the window. Present fashions



Courtesy of Marshall Field and Company

Glass curtains of thin material lend daintiness to a girl's room

These curtains would be more pleasing if parted slightly at the center creating a better space relationship.

decree that glass curtains extend at least to the bottom of the apron (that section which finishes the framework below the window sill). Draperies hang to the floor.

Rugs. Generally speaking, rugs are classified as domestic or Oriental. The most common domestic rugs are Wilton,



Courtesy of Marshall Field and Company

The personality of a girl's bedroom

Daintiness is expressed here in the small-scale furniture, organdy curtains, and the appliqué quilt.

Axminster, and Chenille among the pile weaves, and such flat weaves as grass, rag (woven and braided), linen, and fiber. The latter are inexpensive rugs suitable for porches, summer cottages, and informal effects. The domestic pile weaves are more expensive and luxurious. Each rug has characteristics which make it distinctive. All rugs may be had in different grades, which may be judged by thickness and weight.

Wilton rugs are soft in texture, have a wide range in price, and are notable for beauty and delicacy of pattern, and pleasing harmony. The best Wiltons reproduce many lovely patterns of the Orientals and are woven from worsted yarns—yarns made from long fibers of wool which have been twisted very hard. They have a close, compact pile and are skein dyed. When the colors are printed on the surface, the rug is called a velvet, and the cost is less.

Axminster rugs have longer pile and a more uneven, coarser, less compact texture than the Wiltons. They do not wear as well because the nap comes out more easily and wears off. Axminsters are characterized by small figures. They do not lie so flat and smooth and they are cheaper than Wiltons. Double strands of jute fibers are used across the back. Starch stiffening aids in the flat appearance.

Chenille rugs are thick, luxurious, and soft. They are made with a woolen backing instead of the stiff-hemp of other domestic rugs, but they do not wear well. The name Chenille is derived from the French word for caterpillar. Chenilles are made of a standing chenille cord which is sewed on strips and these strips are sewed together and held to the background by strong linen threads. The best grades are about twice as expensive as the best Wiltons. They may be had in plain colors, which mar visibly with foot-prints, or may be had in small patterns, which make them more practical.

The Orientals are handmade rugs from the Orient—Persia, Turkey, and China. The pile is knotted by hand with firm knots that do not pull out readily. It takes years to weave an Oriental, and many families devote their lives to the industry. These rugs are noted for the rare beauty of their designs and their soft, rich colors, many of which have been produced by vegetable dyes. But sometimes



Courtesy of Marshall Field and Company

An Oriental Rug—Sarouk

This rug is called a Sarouk because it was woven in that section of Persia. The best Sarouks have as many as 18,000 knots per square foot. This Persian rug shows such characteristics as graceful, flowing floral design and a center medallion.

the designs are so isolated that the pattern stands out boldly against the background and the effect is "spotty." The motifs are characteristic of the sections of the country from which the rugs come and the names given them are those of these sections. The Persian Orientals may be recognized by conventionalized floral pattern. Chinese Orientals are known by their soft rich blue, rose, and gold colors. Oriental rugs cost more when they have a large number of knots per square inch because that indicates their fineness. Look on the reverse side of an Oriental and you may see the pattern almost as distinctly as on the right side.

When purchasing floor coverings apply these principles to insure wise choice:

1. Backgrounds must be inconspicuous to keep their place. Floors must be darker than walls or ceiling.

2. Choose a plain or inconspicuous patterned rug to use when there is much design in walls and furniture, else there will be a bewildering competition of pattern.

3. In order to keep the feeling that the floor is a flat surface to walk on, conventionalized designs should be chosen.

4. An entirely carpeted floor produces the effect of greater size in a room.

5. A neutral plain carpet may well form the background for Orientals of scatter size.

China and silver. While John and Mary were furnishing their home, the need arose for buying china and silver. Realizing that both purchases would be of a more or less permanent nature, they decided to learn more about them so they could judge quality and values better. They found that some of the best known types of china are produced in the United States (Lenox), Limoges, France (Theodore Haviland), England (Minton, Wedgwood, and Copeland,

the successor of Spode), Germany (Bavaria), Czechoslovakia, and Japan. Further investigation showed that these types of china differ in the raw materials used and in some of the processes of manufacture. These facts together with the



Courtesy of Good Housekeeping Institute

An attractive table

Note the simple, low centerpiece.

reputation and age of certain producing regions have much to do with the price demanded for the output. Mary had seen designs that wore badly, that would not withstand repeated washings. These designs had been applied after the glazing process. So she inquired if the decoration was an underglaze in the new dishes she bought for her home. Cheaper types are decorated by transfers; the more expensive ones by hand. There is some satisfaction in knowing that dishes selected are from "open stock" so one may add

pieces from time to time, but it should be noted that the pattern may after a time be discontinued by the manufacturer and therefore be unavailable. Designs used on china change more rapidly than those on silver. As in other objects, conventionalized designs are in better taste than naturalistic.

John and Mary were fortunate enough to have among their wedding gifts a few pieces of "sterling" or solid silver. On inquiring the price of additional pieces, they decided their slender savings would not permit any wide investment. Those pieces could be added on occasions such as anniversary dates. They invested in plated silver so commonly found on the market today, some of which is guaranteed for twenty-five years, others for less time, and is reinforced at areas where greatest wear is received. The more restrained designs are easier to care for and are in better taste. Very plain silver soon shows scratches.

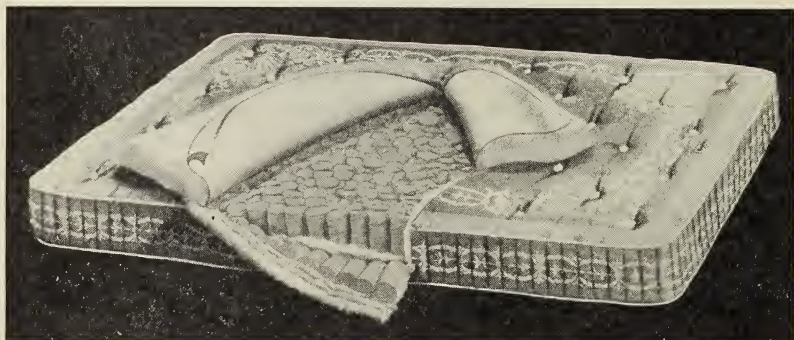
Linen. Table linen should be heavy enough to lie flat on the table. There is single and double damask labeled so because of the threads used in construction. The latter is more desirable. Its pattern is more beautiful because it stands out distinctly. Large patterns have a tendency to wear poorly because the threads are thrown to the surface in the weaving. Stiffness is not a sign of quality, for excess sizing is sometimes used to cover poor quality. Firmness and number of threads per square inch are the best indications of quality. Buy a cloth from one to one and a half yards longer than the table it is to be used on.

Hand and bath towels must be soft and absorbent. For that reason linen and turkish toweling are the best materials.

Bedding. Bed pillows are filled with down, feathers, or hair. The best grade pillows have down or live goose feathers for filling. Live feathers are those picked from the live bird.

They are more resilient than dead feathers. Goose or duck feathers are preferred to chicken feathers. Pillows sell by the pound and size.

Mattresses are classed as solid or inner spring. Good grades are made of hair, cotton, kapok, or mixtures of these. The best fillings do not mat, ball up, or powder with use. If one wishes the best wearing, most resilient, most expensive mattress, he chooses one filled with hair. The best



Courtesy of Simmons Mattress Co.

Mattress construction

A cross-section of an inner-spring mattress showing its construction

grades of hair are from horses' tails. The hair has been curled and twisted to add to the quality of resiliency and fluffiness. Hair mattresses are expensive. They are usually less comfortable than felted cotton mattresses. Most mattresses on the market are filled with cotton which is either felted construction or "blown." Felted cotton has been combed and stays in continuous layers which do not shift. "Blown" mattresses are the cheapest because the loose cotton is merely blown into the ticking. All cotton-filled mattresses must be renewed since they tend to pack down gradually.

The same fillings are used in inner-spring mattresses but springs have been upholstered top, bottom, and sides with

the padding. Most stores exhibit a miniature mattress open enough to show the inner construction. Look for the kind of springs, the thickness and depth of coil, how they are tied, and of what the padding is made. Larger coils are used in cheaper grades. Some high-grade mattresses have small coils (as many as 800 or more in a fine one) individually encased in muslin pockets. The muslin keeps the coils from rubbing together and prevents noise and wear. Good springs are resilient with a resistance which shows that they will not develop hollows.

Tickings must first of all be stout. Their durability is of more importance than the design. Avoid art ticking. Plain ticking is to be preferred. Poor quality is more quickly discovered in plain material.

Sheets may be made of cotton or linen. Their wearing qualities depend on the number of threads woven into the fabric, the tensile strength (pull measured in pounds) of both warp and filling, the amount of sizing present, and the weight of the sheet. Do not buy sheets in which there is heavy sizing because starch or china clay has been added to give the appearance of weight and to cover sleazy, fuzzy, poor quality. One may rub sheeting vigorously between the hands to test for excessive sizing. The dressing will fall out as a fine powder. It is possible to buy sheets that are too heavy, if one considers the cost of commercial laundering. On the other hand, heavy sheets wear longer and give a smoother appearance to the bed. Know the size of the bed for which you are buying. Sheets should be one yard wider and one yard longer than the mattress. They are sold by torn length before hemming.

Blankets are made of cotton, wool, or a mixture of the two fibers. Wool is more expensive than cotton and for this reason most blankets are part cotton. A small amount of cotton is advantageous for laundering and wear. But

warmth depends on the amount of air held in the nap of the wool. The more nap a blanket has, the warmer it is. Insist on knowing fiber content of the blanket you buy.



Courtesy of Marshall Field and Company

The modern trend in furniture

Simplicity is the keynote.

Only a blanket containing 98 per cent or more of wool may be labeled "all wool." A heavy cotton blanket will give less warmth than a lighter wool one, but given two blankets of the same size and same fiber content, the weight of the two will give an indication of their warmth and durability. The tensile strength of fibers used figures in the durability also. Buy the right size. Blankets must be long enough to tuck in at the foot

of the bed and come well up over the shoulders. Allowing eighteen inches more than the width of the mattress and sixteen to eighteen inches more than the length is considered desirable.

Lamps, pictures, and other accessories. Nothing adds so much to the livableness of a room as well-chosen accessories. Interesting books with the play of color in their binding, a few well-chosen small objects such as ash trays,

vases, a magazine basket, fireplace tools, footstools, and flowers, all contribute to the atmosphere of hospitality because they give a charming personal touch showing that the house is lived in. It might be called "orderly disorderliness" when one sees newspapers, current magazines, and recent books left where they have been used, and a bit of sewing waiting to be picked up again. These are evidences of group activity.

Two accessories, lamps and pictures, are of such importance and so often show poor taste in their design and selection that it is well to give them particular attention.

Lamps add to the beauty of a room by contributing tempered light and shadow. What appears as cozy as a living room at night with the glow of lamps and the family seated in small groups about fireplace, piano, or table, resting or conversing or reading! The lamp that makes or mars this picture should first of all fulfill its purpose, that of giving light.

The colors of light, amber, beige, sand, apricot, peach, and orange are more satisfactory for shades because they reflect color. Blue, red, black, purple, and green absorb light and in many cases cast a disagreeable hue over people and objects nearby. Parchment shades have the advantage over silk of being easily cleaned with a damp cloth.

A lamp is not good unless it meets the requirements of simplicity, correctly shields the eyes from light, has high enough base to cast light where needed, and contributes to the decorative scheme of the room. Bases that are too clumsy in scale for the shade and ornamentation that is over-elaborate are unsuitable. A reading lamp is well proportioned if its height from base to shade equals the diameter of the shade.

Pictures are rather like friends. They interpret our moods and reveal our personality more than we think. They enter



Courtesy of Thomas H. Young Nurseries, Cleveland, Ohio

The fireplace as a center of interest

Furniture grouped about the fireplace directs one's interest to that section of the room.

the decorative scheme of a room through good color and subject matter. There seems to be little excuse for pictures of no artistic value when colorful reproductions of great paintings are so easy to secure. Oil paintings are difficult to use in any but large, spacious rooms with a more or less luxurious atmosphere. There is no magic in the word "oil." Such paintings must pass the test of true artistic value. They appear best in dull gold frames and without glass because the reflection obscures the picture. All frames should be subordinate to the picture.

How shall we hang them? Hang pictures at the eye level of the person of average height. No one cares to crane the neck back to see a worth-while picture. Hang with two wires on two hooks at the molding or with a hidden hook at the back of the picture, not with an inverted V which calls the attention to the hook instead of the picture. Pictures are difficult to hang on walls that are filled with wall light fixtures because the space is already occupied. Likewise are they difficult to use on a pattern-filled wallpaper. Choose pictures which suit the personality of the room. This means that family portraits are usually better exhibited in one's own bedroom than in a living room where strangers are received. Group one or more pictures with a livable group of furniture so that the whole makes a unified picture, else the pictures may seem lonely and detached.

Wall hangings often serve as a delightful substitute for pictures by adding to color the beauty of texture and design.

In some homes there are articles of emotional value whose worth cannot be estimated. Who can say that the portrait of a devoted parent should appear only in one's own room? Who can measure the devotion which such a picture may suggest to the adult who lives with it? Children's toys may litter the floor at times. An unattractive, cumbersome baby carriage may of necessity stand in the front vestibule,

but such objects show that a family lives there and may convert the house into a home.

Summary. Wise selection of house furnishings depends upon certain basic considerations dealing with a knowledge of furniture and its construction, household textiles, rugs, and accessories that contribute to the livableness of a house. Those considerations further deal with such factors as good decorative design and the correct application of its basic rules known as emphasis, simplicity, and suitability. These factors with the additional item of good proportion may be applied to any household article that merits the expressions "beautiful" and "in good taste."

QUESTIONS FOR CLASS DISCUSSION

1. Describe some movie or theater sets that you have seen lately. Are they well decorated? Do principles of decoration for the stage differ from those for the home? (*Ladies' Home Journal*, p. 25, July, 1933)

2. What is a good furniture wood? (*Furniture, Its Selection and Use*, p. 21, Chap. 5, U. S. Dept. of Commerce, 1931. Price 20 cents)

3. How may a white ring be removed from a piece of furniture which has been marred with hot dishes or wet glasses? (*Furniture, Its Selection and Use*, p. 103)

4. How many upholstery fabrics do you know? (*Furniture, Its Selection and Use*, pp. 69-73)

5. How can one be sure that the finish on a piece of furniture is good? (*Furniture, Its Selection and Use*, Chap. 9, p. 58)

6. How is personality expressed in the home? (Goldstein, H., and Goldstein, V., *Art in Everyday Life*, p. 309)

7. Visit a local store to study rugs, curtain and drapery materials, lamps, and china. If there are museums nearby study their exhibits of house furnishing.

8. Ask a local furniture store to allow your class to arrange a room setting suitable for a window display.

9. Plan unusual flower arrangements. Collect illustrations of

bouquets which follow principles of correct arrangement. (For further material consult Cary, K. T., and Merrell, N. D., *Arranging Flowers throughout the Year*.)

10. Suppose your own bedroom has old inartistic furnishings and you are allowed ten dollars with which to improve it. How would you spend it?

11. What do you consider the minimum furniture equipment for a married couple who will keep house in a one-room and kitchenette apartment? Estimate the cost.

OPTIONAL GROUP REPORTS

1. Consult your family and some of your young married friends about their policies for making selections for the new home.

2. After consultation with your family, select draperies, new curtains, or a lamp for your home. Explain to the class by oral or written report what problems you met and solved in the purchase.

3. Make a list of linen, china, and silver needed for a family of two living in a small apartment. Estimate the cost of each.

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. Over a period of time collect all the information you can gather from newspapers and magazines so as to estimate the cost of furnishing a three-room apartment or a small house for a young married couple. How much may they feel justified in spending on house furnishing? What proportion of the income may be spent for furniture? Estimate the cost of kitchen equipment and kitchen linens.

2. History has contributed much to our enjoyment of furniture. By what characteristics may we know each type of period furniture? (Shultz, H., *Making Homes*, pp. 286-289 and pp. 324-337. Appleton, 1931) (*Furniture, Its Selection and Use*, Chap. 11, p. 75)

3. What art principles insure an artistically furnished home? Illustrate each. (Goldstein, H., and Goldstein, V., *Art in Everyday Life*, Chaps. III, IV, VI, VII)

4. There are times when one may accomplish a great deal with what one has. How may one make the best of one's furnishings? (Goldstein, H., and Goldstein, V., *Art in Everyday Life*, p. 390)

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SECTION 4

MECHANICAL EQUIPMENT OF THE HOUSE

Planning equipment. Today the consumer is confronted with myriads of mechanical devices each designed to be the last word in labor saving and efficiency. The wise consumer will surely make comparisons and investigations which may help him select wisely. John and Mary found themselves inclined to translate mere desires into needs, but they found also that such a habit does not harmonize with a limited budget. Realizing that each could contribute to the decision, they studied their contemplated purchases together. John, being more mechanically minded, used good judgment regarding horsepower and amperes and construction and wiring. Mary recognized the needs from the housekeeping standpoint and was by far the more cautious in spending their slender reserves.

Here are the leading factors which John and Mary found it necessary to consider: construction, utility, cost, and care.

Construction. Is the device light or heavy. How much difference does this make in buying an electric iron or a vacuum cleaner? Is the shape well-planned?

Has it many parts to get out of order? Is it difficult to repair or to clean?

Is it an awkward thing to store? Apartment dwelling compels one to think of storage space.

What are the mechanics of its construction? Sweepers have motor-driven, stationary, or revolving friction-driven brushes; which type does the work most effectively?

Has it all the improved devices? Vacuum cleaners have anti-knock devices to protect furniture, easily removed paper bags so the user will not have to shake out the dirt, and attachments for washing rugs and for cleaning upholstered furniture. Refrigerator manufacturers have recently added hydrator pans for freshening vegetables, rubber trays for ice, a cold control, automatic defrosting devices, and inside lights that turn on when the door is opened.

Is it safe to use? Are its mechanical parts guarded? Have you known of anyone who had an accident with an electric appliance?

Utility. Does it actually save labor or is it so complicated that it makes more work to care for it?

Will it give good service? Wear well? Are there attachments by which it may be put to other uses? Vacuum cleaners often are convertible into floor waxers or electric fans.

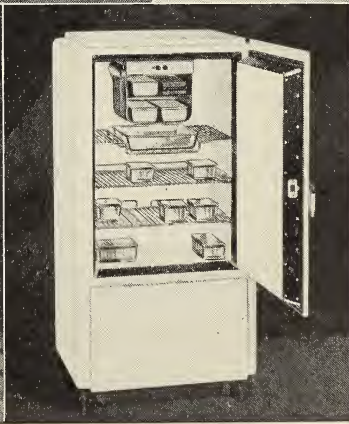
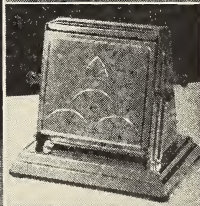
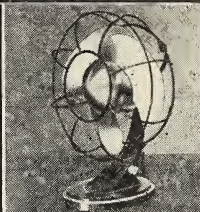
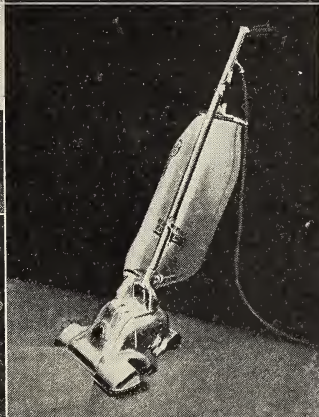
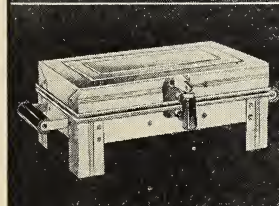
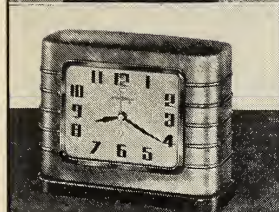
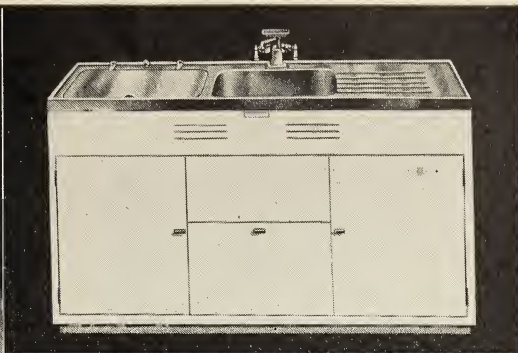
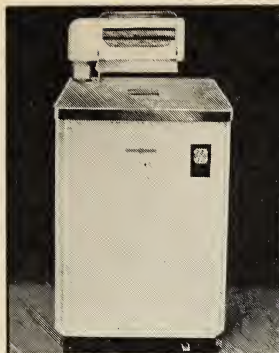
Does it do the work better than it was originally done?

How difficult it is to renew worn parts? One housewife has a vacuum sweeper which she has used for years but she found it difficult to replace worn parts such as dust bag and electric switch. Can the mechanical device be serviced in your community?

Does the work warrant buying this tool? A family of two rarely needs a dishwasher or an electric food mixer. Is it wiser to send out the laundry or to invest in a washing machine and do the work at home? What circumstances will affect a family's decision on this question?

Does it perform its work at the expense of other equipment? Washing machines vary in their wear and tear on clothes.

What devices are needed most and which shall be bought first?



Courtesy of General Electric Company

Electricity plays an important part in the modern home.

Cost. What is its purchasing cost as compared with other tools on the market? This comparison is not complete without having answered all the above items first. Likewise, it must be considered in relation to its use because no one device pays its way by one or a few performances. Would it be fair to distribute the cost of a device over the years it performs work for the owner? What is the average lifetime of wear? Initial cost is not the whole story. Cost of upkeep or repair and cost of operation cannot be disregarded if one considers this an investment.

Will it cost more to buy it on an installment plan? Is the cash on hand to pay for it? One need not buy all the attachments of a vacuum cleaner if one has no upholstered furniture or draperies to clean or if the worker never thinks to use the attachments after buying them. What expense might be involved in upkeep of the device? Would it cost more or less to have the same work done outside the home or by a servant in the home?

There are other satisfactions of little monetary value to be gained from modern conveniences. What are they? What use shall we make of the added leisure gained by the use of such devices as we purchase?

Care. Worn electric cords should be kept in repair and loose connecting plugs must be tightened, else there will be danger of fire and shock. When was the motor on your vacuum cleaner, electric fan, food mixer, or washing machine cleaned and oiled last? Can these pieces of equipment be oiled too often? When may one be sure of the right amount of oil? Do you empty the dust bag on your vacuum cleaner often enough? When was your sewing machine cleaned last?

After all, needs vary with regard to equipment. One family may feel the need for pieces of equipment that to another family would seem real luxury. A sensitive artistic family will be more interested in adding art treasures to

their home or in completing a collection of arias from famous operas than in buying an electric percolator. An intellectual family may prize books above other things. Some standards for choice are quite intangible. Lessening the amount of work and fatigue are not the only standards. Indirectly there may be indefinable values resulting in additional happiness and health to members of the family.

In their conferences concerning the choice of a place to live, the choice of furnishing, and the selection of the mechanical equipment for the home, John began to see that the woman spends much more time in the home than does the man, that the home is peculiarly her sphere, however willing he may be to do his share in making it a comfortable and happy place to live, and that her appreciation of the useful and the artistic is likely to be superior to his own. John, therefore, deferred to Mary's preference except in those cases in which he felt very sure his judgment was better than hers. At some points further examination of the facts concerning the question at issue removed the ground for disagreement, although concession and compromise were necessary now and then.

Summary. To select equipment wisely involves some knowledge of construction of household equipment. The consumer who thoughtfully considers each article as an investment which must bear investigation and comparison with other similar articles on the market will more nearly get his money's worth.

QUESTIONS FOR CLASS DISCUSSION

1. Inquire in your local community about costs of various electric appliances for the home. What claims are made by each firm for the value of one piece over others? Make comparisons of first cost and upkeep. Perhaps you may help select some piece of equipment after such a study.

2. What aids does modern equipment offer for house cleaning? (*Good Housekeeping*, p. 82, February, 1933; p. 86, November, 1932; p. 80, December, 1932)

3. What are the vital factors in buying labor-saving devices and how should one care for equipment? (*Good Housekeeping*, p. 84, June, 1933)

4. What are the best pots and pans for kitchen use? (*Good Housekeeping*, p. 80, July, 1933)

OPTIONAL GROUP REPORTS

1. What types of electric washers are there on the market? (Davison, Eloise, *Ladies' Home Journal*, p. 46, November, 1932)

2. What are the most desirable features in plumbing and electric wiring and air conditioning? (*Good Housekeeping*, pp. 86 and 96, January, 1933)

3. Find out how to repair a broken insulation plug, to replace the heating element in the electric iron, to renew the carbon plugs in a motor.

4. Make inquiries about the prices of electrical equipment in your community. What, in each case, is the carrying charge if bought on the installment plan?

5. What would it cost to equip the kitchen in a home of your own? List the items needed with the cost of each.

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. Gather consumer information leaflets about household equipment from such sources as:

American Home Economics Association, Baltimore, Md.

Ladies' Home Journal—Curtis Publishing Company, Philadelphia, Pennsylvania.

United States Dept. of Agriculture, Washington, D. C.

2. What have France and England contributed to the making of fine china? (Greer, C. C., *Foods and Home Making*, pp. 209-217. Allyn and Bacon, 1928; or Lanman, F., McKay, H., Zuill, F., *The Family's Food*, pp. 236-241. Lippincott, 1931)

3. Inquire in limited sections of your community and at your

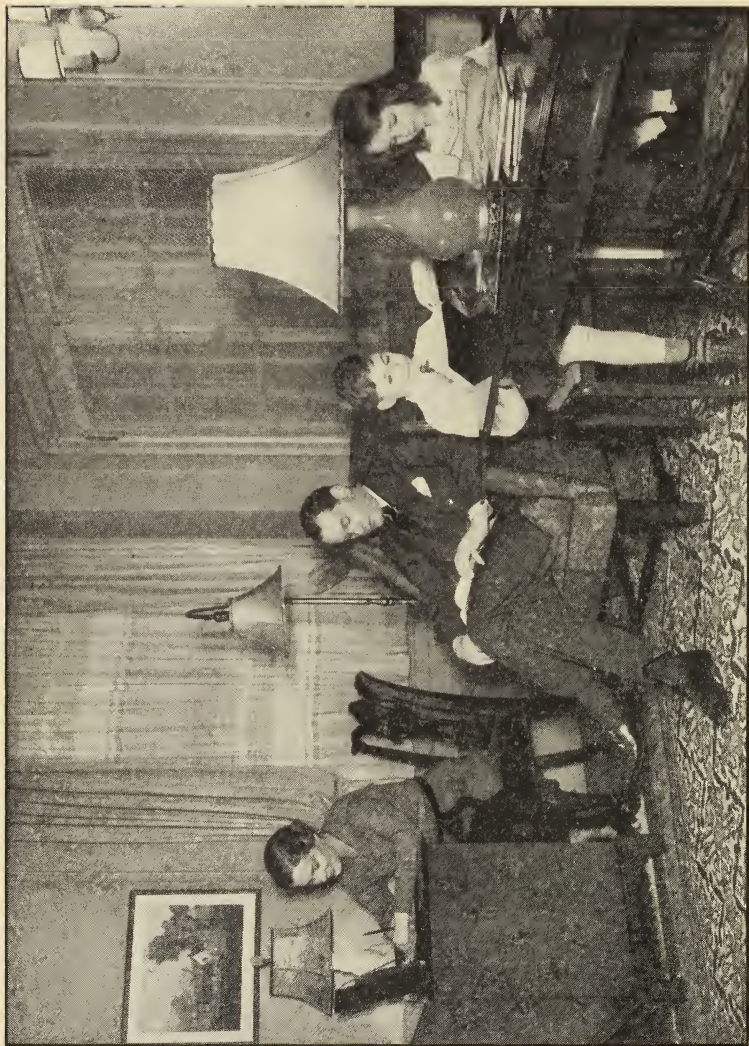
local stores about the use of mechanical labor-saving devices. What ones are most popular? Which seem to be least used? Why?

4. What would it cost to furnish and equip in a manner satisfactory to you a house consisting of a small hall, living room, dining room, kitchen, bathroom, and two bedrooms? List separately the items for each room with the cost of each.

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UNIT TWO
THE SUCCESSFUL FAMILY



Photograph by Ewing Galloway

A family group

INTRODUCTION

While Mary and John were planning for their material home they did not forget the more important things that go to make up a successful family life. Indeed ever since they entered high school they had thought more or less about these things. Their experience in their own homes, their observations of other families, the movies and plays they had seen, the books on physiology, biology, history, sociology, and economics they had studied, the stories they had read, and conversations with their friends had all contributed to their ideas on the subject. During the period of their courtship and especially after their engagement they talked a good deal about what goes into the making of a satisfactory family life. Their thought and their talks covered in a general way the topics discussed in the following pages.

The satisfying home. Mrs. Chase Going Woodhouse tells us in *A Study of Two Hundred and Fifty Successful Families* that attitudes, beliefs, and personal traits have much to do with successful family life. We can understand that statement when we think of the families we know. A group of girls who were studying "the family" were asked the question, "What is a satisfying home?" One replied that it meant comfort, another that it meant two automobiles, and still another that a grand piano was necessary. After much discussion, it was decided that there are attitudes such as co-operation, tolerance, unselfishness, and mutual affection which are more important than mere things. It is more important to have an understanding mother and father than to have an automobile.

Family goals. Every family has certain goals which we may call partnership goals or family goals. A goal may mean an automobile or a home for the family; it may mean education for the children or a summer camp or a trip. But there are other goals which are not so easily named. We work together for cleanliness, for beauty, and for comfort in our homes; we learn to enjoy good music and good books; we learn to work with one another. We first learn of our responsibility to society in the home. We are in a measure responsible for the government that we have, and for the cultural life of our community.

Individual goals. Each member of the family may have individual goals which are quite different and separate from the family goals. This is very natural and desirable. As long as the individual remembers that his goal should not interfere with the family goals, there can be harmony in the family. On the other hand, the family goals should not interfere too much with the individual goal; it is this delicate balance for which we strive. A family council helps greatly to maintain this balance. In this way each member of the family is able to bring different ideas and varied experiences into the family which help to make life stimulating.

Bob may wish to take a canoe trip with a friend while his family wish him to go camping with them. The decision should depend upon the character of the friend, the economic factors, Bob's age, his judgment, and his skill in handling a canoe. Perhaps the family feel that they need Bob, because there are so many things about a camp that a boy can do well. Bob who is beginning to grow up, may have a desire to try his own initiative and his own ability in meeting situations. A wise decision will require unselfish attitudes and co-operation from all.

Responsibilities of homemakers. If we analyze the satisfying home, we discover that the homemaker has

definite responsibilities which are essential for the comfort and welfare of the members of the family. The individuals in the home must share in these responsibilities. We can divide them into two classes, those involving management and those involving skills. For instance, you can think of many skills such as the care of children, preparation of food, and care of equipment. There are the many duties which require the ability of a good manager such as directing the servants, budgeting the income, and directing the activities of the family. Sometimes we are under the impression that the father assumes the economic responsibility and the mother the responsibilities of management and skills, but in the homes which are most satisfying, the father and mother co-operate with each other.

Resources of the home. Fortunately the family has many resources both human and material that it may use. Among the human resources are health, intelligence, abilities, skills, education, and energy. The material resources are money, economic goods owned by the family, and economic goods available through the community. Often we fail to use the gifts that have been given to us so generously, looking upon money as the only resource. Life is a great adventure challenging each one of us; often we overlook our greatest resources. Youth has resources of health, beauty, intelligence, and energy as well as the material resources furnished by the family and the community.

Service rendered by the good home. Dr. Harry Emerson Fosdick sums up some of the services a home may render. "But the one abiding service which a fine home can do for the children is to put deep into the grain of them the consciousness that in themselves is something sacred, rather than violate which, they would die. . . . That quick sense of possessing within ourselves something inwardly fine that must not be desecrated is essential to great character. It

is one of the supreme gifts that any home can give its children. It is generally caught by contagion not taught by admonition."

Preparation for family life. It is just as necessary to prepare for successful family life as it is for college, for some particular profession, or for business. Our preparation begins early because we secure our patterns in childhood. Most of us come from happy homes in which we learn something of the obligations and relationships of the mother, the father, and the children. If the pattern is poor, our ideals suffer or become very indefinite; we know what we do not want in our homes rather than what we want. It is in childhood that we are forming habits of orderliness, obedience, independence, and reliability. We are greatly influenced by the people whom we meet and we are inclined to share their viewpoints. We are influenced by the books we read and the motion pictures we see. We are learning to adjust our likes and dislikes so that we may live in harmony with others.

Relationships within the family. *The parent-child relationship.* The ideal parent-child relationship is based upon mutual affection and respect; the parent has respect for the child's individuality and the child has respect for the parent's judgment. The relationship should be one which helps the child to become an adult who will have a satisfying life. It is necessary that both parents and children realize that the attitudes and beliefs of two generations are very different; each should try to understand the other's viewpoint, for adjustments must be made by both. In two generations there will be a difference in the type of conversation, the kind of entertainment, and the fashion in clothes; even the hours when parties should begin and end, vary greatly.

It is difficult for the mother and father to realize that

the greatest service they can perform for their children is to let them grow up. An only child may be handicapped because he receives too much attention and service from his parents. Children need proper food, exercise, and affection, but they often suffer from the wrong amounts of each. A child can be overfed or pampered, while restrained parents may sometimes starve the child who needs affection.


In the successful family, the parents help to provide normal outlets for the natural instincts and impulses of their children. They know they must have affection, the proper food, an outlet for their physical energy, and normal social relations with other children. They teach their children how to redirect their impulses so that they may be self-controlled. They give the children a normal sense of dependence and security. They teach members of the family how to face difficulties so that they may form habits of success. They provide situations so that the child may learn to attend to the thing at hand and may learn to plan the day. Wise parents provide the right occupation for children of various ages.



Photograph by H. Armstrong Roberts

Father-daughter relationship

The children in the successful family learn to co-operate with the others in the family. They realize that they have an obligation to society. They have their own standards of health, industry, and character but they are tolerant of the attitudes and beliefs of others. In the successful family, both the parents and the children learn to find deep satisfaction in life through recreation, avocations, vocations, appreciation of arts, and religious worship.

Parents are not perfect but they have lived longer and have learned through their experiences. It is harder for them to make adjustments to new situations because they are older, so they need the help and understanding of the boy and girl. As individuals we need to confide in someone; if we confide in our mothers and fathers, they will learn to understand the problems that we are meeting and will be better able to give us help. Conflicts arise between parents and children because we are individuals and may differ in tastes, in temperament, and in desires. 

The brother-sister relationship. A brother and sister relationship is important because it gives the boy or girl a truer picture of the opposite sex. Girls who have brothers and boys who have sisters find it much easier to make adjustments in marriage. This relationship can be a very delightful one if the parents are wise in promoting affection rather than jealousy. A certain amount of giving and taking and disagreement is very natural and helpful. However, too close an attachment between a brother and sister is likely to prevent other friendships and is a handicap for that reason.

The husband-wife relationship. The husband-wife relationship at its best is also based upon mutual affection and respect. The ideal relationship requires that both husband and wife shall be adults, physically, mentally, emotionally, and socially.

It is easy to tell when a person is an adult physically; it

is not so easy to judge an adult intellectually. However, we know that the man or woman who is mentally mature is free from self-pity. He realizes that life is made up of experiences and that each one has his share of difficult and easy experiences. He does not demand sympathy from others when he is experiencing difficult situations but because of his experiences he is able to sympathize with others. The child likes to construct a dream world in which his relationships and his experiences are ideal. The adult faces facts. He sees things exactly as they are and tries to work out the best plan for all. If he is mentally mature, he is able to look at problems objectively as if they concerned others rather than himself. The child usually learns by his own experience but the man or woman should learn something from the experience of others.

Studies of the emotions show that many adults do not mature emotionally. Emotions are a legitimate part of us; we usually act because we feel. But the adult does not act on feeling alone but because of judgment, also. He has learned to co-ordinate his head and his heart. If the baby cannot have what he wishes he cries for it. Self-control is a mark of an adult.

The man or woman who becomes an adult socially is interested in the welfare of society. He is tolerant of manners and habits quite different from his own. He is courteous, he knows how to employ habits which make for smooth living. He knows how to make a plan for his life, and he is not dependent upon others; he is his own "self-starter." He knows that the well-balanced life has the right amounts of work and recreation and he is able to adjust his life to the life of others in spite of the plan that he has made.

Friendships. Friendship is based upon common interests, mutual affection, and respect. Over and over again

we hear of deeds of heroism and devotion for the sake of friendship. It is possible to create a very beautiful relationship by which we stimulate and enrich each other. In our



Courtesy of Home Economics Department, Evanston Township High School

A group of young friends

adventures in friendships there are many decisions which we must make.

Shall we have one or more friends? Friendships require time; they require giving as well as receiving. The boy and girl who have many friends find that the personality is enriched by the various people whom they know well. Too frequently, a very intimate friendship which excludes all others builds up barriers of jealousy and other traits which detract from our personalities. It is much easier to form one friendship than to form more, for friendships require

an effort and a forgetfulness of self. For this reason the club or group that fosters friendships is of value.

From what groups shall we choose our friends? One of the most delightful factors in friendships is the ability to choose our friends. The family can help in this case as it is easier to acquire friends if we have a home to which we may invite them. Sometimes a person may at first appear interesting and attractive; when we see him in our home he may seem undesirable. However, it is not wise to confine ourselves to one group as we need the association with different types who may have backgrounds in material things different from ours, but who have similar standards and ideals.

It is necessary to know both boys and girls. If we confine our friendships to one girl or one boy we may learn how to get along with that one person but we are not learning how to live with people of different types.

It is important to choose our friends among people who are able to stimulate us intellectually, who can give us a vision of the needs of society, who can enrich our personalities, because of their own fine personality traits. This does not mean that we should not be kind and generous with our time to the person who finds it hard to make friends and who needs friendships.

How shall we make friends? Our personality traits have much to do with making friends. We must be truly interested in other people, so interested that we are willing to take time to know their likes and dislikes, their standards and ideals. If we have common interests it is much easier to build a friendship.

It helps if we can do some things very well, such as swimming, tennis, golf, baseball, or if we can work with tools, or can play some musical instrument. Our companions are quick to appreciate our ability and find us interesting.

We are all attracted by a person who shows good sportsmanship, someone who does not whine or blame the other person when he loses but who can both win and lose gracefully. We have no use for the cheater or the person who boasts and brags.

If we think over our own friends we shall find that we have chosen each one because he is a distinct individual. It may be that he has an unusually good disposition, a keen sense of humor, or an alert mind. Traits which make us interesting and easy to live with are traits which are helpful in making friends.

Can friendships be harmful? We may meet a boy or girl who does the things we would like to do, who looks as we would like to look. Often this is someone older than ourselves. It is much easier to admire this person than to take the time and patience required to do these things ourselves. This admiration is not true friendship; likewise imitation is not true friendship. If we simply try to imitate someone whom we admire we are only imitators; we have not become in character the person whom we try to imitate; others are quick to discern the difference. Friendships are harmful if we lose our individuality and accept the domination of another person.

Obstacles that prevent successful family life. There are some obstacles that tend to prevent successful family life. Those that are most commonly mentioned are sex, finances, and incompatibility. There are others that are due to our swiftly changing social conditions. The development of our natural resources has given the individual added leisure and women new freedom. In addition the World War gave new experiences to both men and women, while it gave to women more independence and a greater variety of work. All of these things have resulted in diversified interests of the members of the family and have tended

to separate them. Economic insecurity, so much a part of our present industrial system, causes worry and tensions which in turn affect our personalities so that we find it difficult to live with others in harmony.

On the other hand we find some of these obstacles to successful family life within the home. If there is lack of early training of habits and instincts and lack of wholesome sex knowledge, the boy and girl will not be prepared for successful family life.

Factors that promote successful family life. As we have studied the responsibilities and the relationships of the family, we realize the need for an objective outlook in considering the problems of the family. Those who have studied families that are successful tell us there are many important factors upon which the family is dependent for its success. We have chosen to discuss in this part some of the factors that we consider important as a foundation for success and happiness in the home. We are discussing other factors of great importance such as management, child development, and our social responsibility in other parts of the book.

Summary. The satisfying home must meet the needs of the family and the individual and help them to obtain both the family goals and the individual goals. There are forces that are disorganizing the family, but there are also forces that may be used to unify the family. The husband and wife have definite responsibilities which involve both management and skill; fortunately they have resources with which they can meet these responsibilities. These resources may be classed as human and material. The satisfying home has a definite influence on the individuals in the home due to the atmosphere of the home. An atmosphere of affection and co-operation makes the relationships happy and satisfying.

QUESTIONS FOR CLASS DISCUSSION

1. What are some of the situations which cause disagreement between brothers and sisters? Between parents and children?

2. Bernard and Olive are brother and sister. Bernard is sixteen, just two years older than Olive. Would they have similar or different ideas about shows, table manners, neatness, books, and friends? If their ages were reversed, what differences would there be in their ideas about these things?

3. Name some things that are helpful in establishing mutual understanding and confidence between parents and children.

4. List in order of their importance and discuss briefly six factors that you think make a satisfying home.

5. In some clubs and fraternal organizations we have symbols and ceremonies. How can this idea be used in the home? Of what benefit is it? Does the celebration of special days and anniversaries promote unity? What would you say of the ceremony of dedicating the hearth in the new home?

6. Describe what you would consider an ideal friendship. Name some famous friendships recorded in history. Name some friendships described in literature.

OPTIONAL GROUP REPORTS

1. Collect clippings of family life from current magazines and papers for discussion in class.

2. How to make friends.

3. How to choose friends.

4. Relationships in the family.

5. Name the responsibilities which Mary and John must assume.

6. How would you divide these responsibilities between them?

7. Describe some family of your acquaintance which you consider a successful family.

a. Are there any children in the family?

b. Describe the relationships between the brothers and sisters. Is there quarreling? Jealousy? Comradeship?

c. Describe the relationships between the parents and children. Is there understanding or nagging? Do the parents dominate the children? To what degree?

OPTIONAL INDIVIDUAL REPORTS

1. Review Dorothy Canfield Fisher's *Bent Twig*.
2. Review Dorothy Canfield Fisher's *The Homemaker*.
3. Review Booth Tarkington's *Seventeen*.
4. Review Kathleen Norris's *Mother*.
5. Review G. H. Palmer's *Life of Alice Freeman Palmer*.
6. Review Cornelia Stratton Parker's *An American Idyll*.
7. Discuss some forces which unify the family.
8. Discuss some forces which disorganize the family.

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SECTION 1

PERSONALITY

Why people like us. Many definitions have been given for "personality." It is hard to define, but we know that it is a combination of many factors. Health, appearance, environment, past experiences, attitudes and beliefs, impulses and traits all combine to make an individual different from anyone else and to build his own particular personality. These factors may give the impression of aggressiveness or shyness, of kindness or selfishness. Our associates generally judge us by the impression which this combination of factors gives. We say that this girl is co-operative; it is easy to work with her, while we find it impossible to work with another girl. We note that one boy is fearless and honest while another may be full of fear and dishonest because of his fears. Our present education tends to stress individualism, but we must not forget that we all wish to be likable, as we owe some of the greatest joys in life to friendships. Desirable personality traits are part of the foundation of a satisfying home and successful family life; they are equally important in business and in professional life.

We used to think that an individual could not change after he had become an adult; if he had an unpleasant personality, he was unfortunate since he could not change it; now we know that this is not true. If we attempt to change an adult we become "naggers" and do not succeed, but if he himself wishes to change, he can do so. If he wishes to become unselfish, he must practice unselfishness.

Developing desirable personality traits. Psychologists tell us that personality is conditioned by our emotions. For

example, if one is worried his personality is affected and he seems different from his usual self. We see that it is necessary to create conditions that will foster the desirable types of emotions. The mother in the home is aware of this. She is constantly trying to create situations which will stimulate desirable personality traits in her family. She knows that hate and fear and worry detract from personality and that love and happiness and laughter will add desirable personality traits.

1. *Through normal outlets for natural instincts and impulses.* If the small child reaches for a book, the mother does not take the book and scold the child but she replaces the book with some attractive toy. If one child is angered and starts to hit another, the wise mother suggests a safe muscular outlet for that emotion, such as pushing his truck across the room. This is not only true with the baby or child but it is also true with girls and boys and with adults. When the boy of teen age in the successful family wishes to try out his muscular strength, he finds boxing gloves, baseballs and bats, and other equipment at his disposal. The home is made attractive for the teen age girl so that she may have friends and gayety under the right conditions. The boy is given his workbench, the girl an attractive room of her own, and the father his den, so that there may be normal outlets for normal instincts and impulses.

There is a normal need for affection and understanding. Much of the delinquency of boys and girls has been traced to a lack of affection in the home or in their lives.

2. *Through concentration.* We know that the habit of concentration or attending to the thing at hand is necessary for the best type of personality. It helps to integrate the personality. If we are able to concentrate on the thing we are doing, we are less likely to have fears about the unknown which cause worry. The mother must provide situations

which are conducive to concentration. Nagging or calling a child from his play frequently does not help him. Order and quiet will aid him in forming this habit. In school, we are familiar with the conditions that are given us for study. Habits which we formed in childhood have much to do with our reaction to these conditions.

3. *Through normal social relations.* The successful family provides for its members social opportunities. The wise mother knows that loneliness fosters self-pity, which detracts from personality. She wisely sees to it that her home is a hospitable place where guests are made welcome. She encourages the boy and girl to bring their friends home so that she may know them. She realizes that her husband wishes an attractive home to which he may bring his guests. She knows that even the baby of two years requires play-mates so that he will know how to get along with people. She is conscious that her sons and daughters are taking their first steps in adult life when they wish to be with the boys and girls rather than with her. She is not sorry or hurt, but she sees that the right situations are provided for these friendships.

4. *Through the right occupation.* The right occupation for our age and ability will absorb our interest and help to integrate our personality. This is true of the three-year-old boy at the sandbox. It is true of the boy with his varied collections of stamps, Indian relics, etc., or the boy with his paper route or shop work. It is true of the girl with her music, or her collection of poetry or etchings, or the hooked rugs she makes. It is true of the man and woman in their professions.

The wrong occupation will divide our interests and make us irritable and unhappy. The mother has a great responsibility in helping members of her family find the right occupations. Perhaps, the small boy wishes to chop down a

tree and the little three-year-old wishes to wash the dishes. We wish hard tasks but we become easily discouraged if they are too difficult.

5. *Through the habit of success or fulfillment.* It is very important to form the habit of success. We easily recognize a man or woman accustomed to success or one who is accustomed to failure. The successful family provides opportunities for its members to form habits of success. The mother and the father see to it that tasks which are not too difficult are undertaken and finished. They give encouragement and judicial praise. This encourages self-confidence, which is absolutely necessary if we are to live successfully.



Photograph by H. Armstrong Roberts

Occupation and personality

Work which we enjoy holds our interest and helps to develop our personality.

Desirable personality traits for the homemaker. What are the traits for which we look in the homemaker? One of the first attributes is health; we know that it is easier to have desirable personality traits when one is well. We like a person who has vitality and energy so that we may lean upon that strength when necessary. We look for neatness, as we wish the home to be orderly. We desire sympathy,

understanding, and tolerance. Since the family consists of a group of individuals these traits are needed to make the necessary adjustments. The homemaker must possess tact and a sense of humor to prevent explosions from tense situations. The homemaker must possess judgment because



Photograph by H. Armstrong Roberts

Health and personality

Health is an important asset for the homemaker.

an asset to personality. We like to be with a person who is full of vitality and buoyancy. The homemaker who is well and strong can do the many tasks required of her with enthusiasm and can inspire enthusiasm in the family; if there is reserve energy, it is much easier to control the children and to plan constructively for them. A lack of reserve energy causes fear, nervousness, bad temper, worry, and susceptibility to disease; all of these detract greatly

we rely upon the decisions of the father and mother. There must be self-control because it is impossible to control others until we have learned to control ourselves. We take courtesy and unselfish service for granted because life demands these traits.

Health and personality. We have stressed health as a foundation for successful family life; now we wish to discuss health as

from the satisfactions of a home. We have learned that it requires will power and intelligence to maintain health. It is easy to form a habit of illness and little ailments because we sometimes receive attention on account of them or because we can dodge some difficult or unwelcome task. This limits our lives and our usefulness and makes others uncomfortable and unhappy. It is much better to welcome the experiences of life, no matter how hard or how unpleasant. If we get hurt we are much more able to sympathize with others who are hurt.

However, there may be illness because of circumstances beyond our control. If a member of the family has some physical handicap about which he is very sensitive, his personality will be consciously or unconsciously influenced; he has to learn to forget about it and to think of ways to rise above the handicap so that others are more conscious of his thoughtfulness or unselfishness than they are of his disability.

If you ever heard Helen Keller talk, you were conscious of a radiant personality; a woman who has depth and understanding; a woman who is interested in many fields and who finds life fascinating. Helen Keller does not command sympathy because of her afflictions but admiration because of her achievements. Her secretary once asked her this question, "Helen, if you could have one wish granted what would you ask?" One would think she would ask to be permitted to see a lovely sunset or to hear some beautiful music or be as other people, but her wish was that there might be universal peace and brotherly understanding.

On the other hand, we all could name people who have health and energy and yet have failed to work and develop their talents; they have been satisfied with the line of least resistance.

Tact and personality. Tact is one of the personality traits which the homemaker must strive to possess for the sake

of an atmosphere of peace and harmony. Is it possible to develop tact? One of the ways to acquire tact is to study situations in which others exhibit tact or fail to do so. It is helpful to imitate those who accomplish results without friction. We note that the tactful person expresses his approval, is kind in his criticisms, and emphasizes the good. He suggests rather than commands. The person who is kind and considerate of others is usually a tactful person.

Humor and personality. We like people who have a sense of humor. If we can see the humorous side of a trying situation we gain the good will of everyone concerned. The homemaker can avoid many unpleasant scenes by turning anger and tears into laughter. The person with a sense of humor does not feel that he is too important and is able to look at people and situations objectively.

Appearance and personality. Health has a great deal to do with the appearance. But even with good health we can become careless of our appearance and give others an impression which we do not wish them to have. Much has been written about charm and appearance. You may be attracted to a person because she has beautiful eyes, or because he has a splendid posture; it may be a musical voice which is resonant and clear that attracts us. We may think that a girl is stunning in appearance because of her dress. These are all definite ways of expressing ourselves to others.

Happiness and personality. Happiness is more or less a mental state. Everyone is interested in the "pursuit of happiness." This search takes us along bypaths and detours and suddenly we are aware that happiness or unhappiness is present as different experiences touch our lives. Thus we learn that happiness comes from within. It is possible to control to some degree our reaction to these stimuli which touch our lives.

If we have a faith in life or a philosophy of life by which we live, then we are not so upset by the difficult times which are bound to come. We must learn to control our desires, for certainly some of them cannot be gratified, and it is foolish to be miserable over these impossible wishes. The happy person definitely plans for satisfactions in life. Perhaps most important, the individual who finds the greatest meaning in life has a purpose that is big enough to cause him to grow. Many years ago Epictetus said, "If anything befalls you, look to yourself and see what power you have, for God made all men to be happy."

1. Learning to control desires. When the baby reaches for the moon, we say, "The moon is very beautiful, and we all like to look at it, but no one can reach it." When the baby wishes to touch a bright flame, we explain that the fire is very hot and will burn his hand; but we wish him to touch the water, and we do not want him to fear it. So it is all through life; there are some desires which must be stimulated and other desires which must be curbed. Children should be trained from infancy to use judgment in their desires.

It is easy to see that great unhappiness may result if we have desires which are impossible to fulfill. For instance, the young bride may have a desire to travel, but she knows her husband cannot leave his work and that it would require money which is needed for their home, and so she substitutes a desire which is within her power to fulfill.

2. Planning for satisfactions. The happy person definitely plans for satisfactions in his life. In our early lives our parents plan these satisfactions for us; there are swings, sand piles, paints, and modeling materials; the joy that comes from perfectly co-ordinating our muscles in swimming, tennis, and in other sports. Our parents train us so that we may have later satisfaction in our appreciation of art, music,

and literature. We accept these gifts and sometimes forget that we must continue to plan for satisfactions.

Some of the great joys of life come from mental stimulus; eagerness to learn and a mind which is open to new ideas and new channels of thought will help bring us definite satisfactions. If we are prepared for the work which is suited to our tastes and talents we are conscious of happiness. Within recent years there has been a great adult educational movement covering many fields of knowledge. The man or woman who may be confined to four walls and routine drudgery may find gratification in these adventures of the mind. One may receive more joy from the poem that he writes and shows to one or two friends than from all the books of poetry he has read.

It is said that some of the restlessness and unhappiness in America has been caused by "spectator sports" in which the creative is lacking. Many homemakers have been able to use that creative urge in surrounding the home with attractive gardens or in making it more attractive in some other way.

Economists tell us that in the new social era before us we shall have more leisure than ever before. Some of this leisure will be spent in planning beautiful cities which will bring satisfactions to thousands as well as in planning for our own happiness. The tenements and slums are a product of rapid growth and lack of definite planning. In other words we must know how to obtain the maximum of joy from work and play if we would have enriched living.

Is Mary prepared to do what she never expected to do, to fit into a situation she never heard of, and does she know how to act in circumstances that no teacher and no book has described? In order to be prepared it is necessary to understand the social and economic conditions about us. This increases our interests in others and we find life an interesting and ever-changing phenomenon.

Purpose and personality. Most of us at some time in our lives have asked ourselves, "Why were we born?" "How do we fit into the great plan of life?" Sometimes the answer is found in a great cause in which we believe. In devotion to this cause we find a real reason for living and unconsciously we grow in depth of understanding and experience. An employer of many men made this statement, "If a man wishes to get ahead, let him have some responsibility. He must have a family or brothers and sisters or parents for whom he is responsible. This gives him a great incentive to work hard and to see new opportunities."

The growth of personality. We are striving to grow up, emotionally, socially, and intellectually. At some time between the ages of twenty-five and forty years we are supposed to become adults emotionally and socially. Our parents have been important factors in our lives; their treatment of us has had a great deal to do with what we are. Many fear the experience of life and so we meet people who never become adults.

One of the best ways to develop personality is to study people whom we admire, to read biographies of great men in order to learn how they made adjustments in life. We are told that the patterns of our character are not permanent; we are either growing or degenerating. We are influenced by every circumstance of life and by every personality with whom we come in contact. If this is true we can see how important it is to choose our friends and associates wisely. All the great religions of the world are centered about a great personality.

Perhaps the ultimate test of personality growth is the individual's ability to meet the varying circumstances and changing fortunes in life. It can be measured by his ability to find happiness in life and to impart to others strength, understanding, and inspiration.

A philosophy of life. After we have learned to look at ourselves objectively we find that we all need a faith by which we may govern our lives. We sometimes call this a philosophy of life. Your philosophy will differ from mine because your attitudes, beliefs, and experiences are different, but the philosophies of happy people have certain factors in common.

1. We are optimistic rather than pessimistic in our views. When we are aware that fears cause so much needless worry we try to banish them and find a hopeful way out.

2. We are happy in the success of our friends. Certainly our friends would not receive much happiness if we were all envious of their good fortune, and we can learn to share this happiness.

3. We are interested in the welfare of others. We know that it is not possible to be very happy while others are suffering and we can aid them.

4. We realize that life is made up of changes and adjustments. There are happy times, and difficult times, but we meet them all without fear. The average family may have a change in the economic status or they may move to a new neighborhood; sometimes relatives may move in with a family making many adjustments necessary. We must learn to accept the unlovely, be courageous about the unpleasant, and deeply appreciative of everything that is beautiful and satisfying.

5. We realize that there is a Supreme Being who is responsible for the great plan of which we are a part. We may not be conscious of the need of such a belief until very difficult emergencies arise, then we feel the need of this security just as little children need the security of their parents in time of trouble. This faith becomes a dynamic force which can lead us out of the maze of difficulties.

Summary. Personality is what we are. It may be pleasing or not as we choose. We may change our personalities and become the persons we wish to become. We react to situations in which we are placed. Health, appearance, and our state of mind affect our personality greatly. If we can obtain an objective viewpoint of ourselves we find our personality reflects our self-control, our philosophy of life, and our ability to plan for satisfactions. If we have a purpose which is challenging, we find that our personalities change and we become more interesting and of greater use to society. The reading of biographies of men and women who have had a definite influence on society will help us in selecting characteristics that we wish to possess.

QUESTIONS FOR CLASS DISCUSSION

1. Elizabeth was chosen as the most popular girl in school. What characteristics would make her popular? Would these same characteristics be of benefit to society?

2. David was chosen as the most popular boy in the same school. What characteristics would make him popular? How many of these characteristics would be the same as Elizabeth's?

3. How much stress should we place upon being likable? Is there any danger of becoming a weak character if we stress this too much?

4. How may we improve our characters?

5. What do we mean by "charm"?

6. What personality traits would make a good husband? A good wife? A good mother?

7. How do organizations such as Boy Scouts, Campfire Girls, Girl Reserves, Hi-Y's, Girl Scouts, 4-H Clubs, and other similar groups help in developing the personality?

8. Name five traits that would tend to give a girl or boy outstanding personality.

9. Suggest ten women and men in history who have had personalities which made them great.

OPTIONAL GROUP REPORTS

1. What do we mean by "habit"? How do we form habits? Is daydreaming a good or bad habit? Is it possible to form a habit of squarely facing situations?

2. Describe a situation in which Mary shows tolerance in regard to John's friends.

3. Mary is careful about cleanliness but she seems unaware of disorder. John is very orderly. Is it possible for John to help Mary acquire habits of orderliness? How?

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. Bob has had to make many changes due to family circumstances. He dreads meeting new people and making new adjustments. He worries about anticipated changes and makes himself and his family unhappy. How can he overcome the fear of meeting new situations?

2. Dorothy is shy. People find it difficult to know her. How can Dorothy overcome this timidity? What may cause it?

3. Suggest methods for gaining self-control.

4. Suggest methods for becoming unselfish.

5. How can a jealous person learn to overcome his jealousy.

6. Read *The Log-Cabin Lady*. Of what importance are manners and etiquette in developing the personality?

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SECTION 2

THE HEALTH OF THE SUCCESSFUL FAMILY

There are two phases of the health problem in the family. The first has to do with keeping well; the second, with caring for the sick.

The character and extent of the problem are shown in part by the following figures taken from the report of one of the committees of the White House Conference of 1930, the purpose of which was to promote the health and protection of children. This committee reported that out of 45,000,000 children,

- 35,000,000 are reasonably normal
- 6,000,000 are improperly nourished
- 1,000,000 have defective speech
- 1,000,000 have weak or damaged hearts
- 675,000 present behavior problems
- 450,000 are mentally retarded
- 382,000 are tubercular
- 342,000 have impaired hearing ¹
- 18,000 are totally deaf
- 300,000 are crippled
- 50,000 are partially blind
- 14,000 are wholly blind.

Besides children cared for in the home who are handicapped for life, thousands of others must be cared for who are incapacitated for longer or shorter periods by sickness. Nor is sickness confined to children.

¹ Due to later finding of the committee, this figure was increased to 3,000,000.

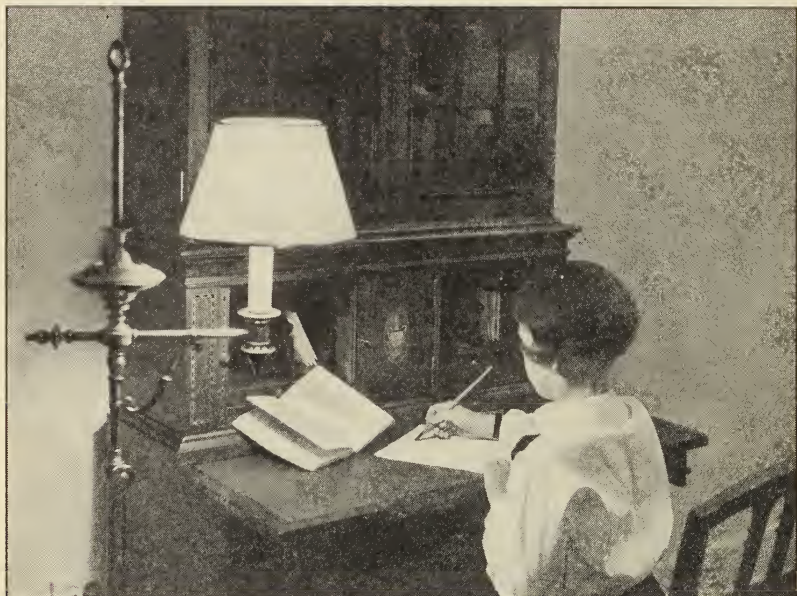
Health and happiness. We all desire happiness, but we do not always realize how much our happiness is dependent upon health. It is only recently through the efforts of The National Committee of Mental Hygiene that we have been as much concerned with the mental health of people as with the physical health; we know now that they are closely related. Some of the happiest people in the world are those who have radiant health. They have the energy to carry out their ideas; they know how to work and concentrate on their work; they know how to play and receive the most from recreation. Work and play should supplement each other. Work gives us a purpose in life; if it is a type we enjoy, it keeps us so busy we forget about ourselves. Play helps us relax, so that we do not take life too seriously and yet do not waste time in idle daydreams; if we are absorbed in a game, it is difficult to be angry or worried. Our work and our play are both factors to be considered in conserving our health. In our modern civilization it requires both intelligence and will power to keep well.

Keeping well. The intelligent homemaker realizes that his home, his family, and his belongings constitute an important element in the health of the community. Therefore he should seek to maintain a high standard of health and promote the health of his family. He should co-operate in any community health programs and should inform himself and family on all hygienic subjects as fully and as accurately as possible.

The program for sound health is really quite simple. There should be from eight to ten hours sleep for the adolescent, sufficient recreation in the sunshine and open air, cleanliness, suitable clothing, wholesome food, and regular habits.

Exercise. Exercise has been given as one of the important means of keeping well because it helps to produce those

physical and chemical changes which are necessary for muscular contraction. We are familiar with the effects of exercise in the rosy cheeks, the bright eyes, and the firm muscles. It accomplishes these results by bringing the blood to the surface of the skin, exercising the heart, increasing



Courtesy of General Electric Company, Nela Park, Cleveland, Ohio

A desk light correctly placed at the left

Erases shadows, makes for good posture and easy seeing.

the ventilation in the lungs, and promoting proper secretion and absorption.

The homemaker realizes the importance of this in reference to other members of the family but frequently the mother is too busy with her household routine and the father is too absorbed in his work to take the kind of exercise which will aid the most. Walking is a form of exercise which accomplishes the desired effects and is within the economic reach of all.

Relaxation. Relaxation is an ability which we possess because we have practiced relaxing. When we go to sleep we are conscious of the relief from nervous strain, our muscles become less tense and the framework of the body is less rigid. If the nervous system has been pushed too hard, we find the opposite conditions prevailing; our mind becomes more active, the muscles tense, and the framework more or less rigid; under these conditions sleep is impossible. Emotions are capable of producing the same stimulating effects so that if one is worried or angry or even very happy he will not be able to rest or sleep. For these reasons, relaxation is accomplished much more quickly if we remove external stimuli such as light, noise, and unpleasant surroundings. The mother is usually careful to see that the child does not play too hard, takes a nap during the day, and avoids excitement before bedtime. As we become responsible for our own plans, we are apt to become careless.

Sleep. During sleep the body has a chance for complete relaxation and the cells have a natural opportunity for repair. In adolescence, the physical strain of growth increases the need for sleep. Undoubtedly different people require various amounts of sleep but it would be just as foolish to run the automobile whenever we pleased without oiling, cleaning, or repairing it as to force the human body to have irregular rest and sleep. In the hurried lives which most of us lead, it is most important to plan for the proper amounts of rest and sleep. We shall find ourselves better able to meet the requirements for the day if we plan for short rest periods during the day preferably before and after meals.

Special demands. There are three situations occurring at various periods in the married woman's life, that call for greater reserve strength and energy. These periods occur during pregnancy, when the children are small, and when there is illness in the home.

During pregnancy, which lasts for nine months, it is necessary to observe special rules for rest, exercise, and prescribed diet as there is a greater physical strain placed upon the mother's body. Strict observance of health rules has much to do with the comfort of the family and the welfare of the baby.

The young mother has added duties with the care of small children that make her a busy person. Her rest is frequently disturbed at night by the care of the children, especially when they are afflicted with childhood ailments. Their care leaves little time for rest and relaxation during the day, hence this period is one of the peak periods of physical strain for the mother. This cannot be wholly avoided, but for her own sake as well as her family's, she must strive to follow the rules for good health.

When there is illness in the home, the mother adds nursing to her many duties. Sometimes the well members must suffer some neglect because the mother's strength has its limitations. The program of the family must be adjusted to meet the needs of the sick one and the family must co-operate in this program.

Food for the adolescent. Health in later life depends a great deal upon the habits of food, exercise, and rest in adolescence. During adolescence, development is rapid. Growth at this time involves the laying on of muscle and fat, the development of internal organs, growth of the long bones, and a development of the nervous system. Exercise is most important because it aids in the development of muscles. These energy demands increase the food demands in adolescence so that they are greater than those of an adult. Early food habits will have much to do with the food habits during adolescence but there are often fickle appetites which call for large quantities of sweets, sketchy breakfasts, and irregular meals.

The adolescent should know something about the energy requirements, the protein requirements, and the mineral and vitamin requirements for his needs.¹ The girl at this age may gain rapidly in weight so that she becomes self-conscious and tries out fads for reducing without intelligently studying her needs.

"The energy requirements of this period are approximately:

AGE IN YEARS	PROTEIN CALORIES PER POUND	TOTAL CALORIES PER POUND
12-13	3	27-34
14-17	3	22-30

"This means that the total daily requirement for girls from fourteen to seventeen will be from 2200 to 2600 calories; for boys of the same age from 2800 to 4000 calories." ²

Their needs will be much higher than the adult's needs for a period from five to ten years due to their development and greater activity. If they follow the pattern given for the day's food, there is not much danger of overeating.

In general there should be easily digested foods because of the strain on the body due to the rapid growth. The demand for vitamins and minerals may be supplied by fresh and cooked fruits served as attractive salads with simple oil dressings. There may be a variety of cereals and breadstuffs furnishing the fuel value. Coffee and tea should be prohibited and a quart of milk a day taken in some form. Desserts should be in the form of simple puddings, custards, and stewed fruits. If cake and cookies are given they should be plain. Meat or a meat substitute should be given once a day to supply the protein needs.

¹ See *Physical Welfare of the Child*, Unit Four, pp. 234-239.

² Rose, *Feeding the Family*, The Macmillan Company, p. 192.

A DAY'S FOOD PLAN—AGE FOURTEEN TO SIXTEEN YEARS ¹

Fuel Requirement: 2200-4000 Calories Cost: $1\frac{3}{4}$ - $2\frac{1}{2}$ cents per 100 Calories

BREAKFAST:	Fruit	50-100	Calories
	Cereal	100-250	Calories
	Milk	200-300	Calories
	Bread	100-300	Calories
	Butter	100-200	Calories
		600-1000	Calories

LUNCHEON:	Macaroni and cheese	}	. . . . .	200-300	Calories
	or				
	Hot roast beef sandwich				
	or	}	. . . . .	150-250	Calories
	Bean soup and crackers				
	Cocoa or milk			100-300	Calories
	Bread			100-300	Calories
	Butter			100-300	Calories
	Baked custard	}	. . . . .	200-300	Calories
	or				
	Rice pudding				
	or	}	. . . . .	700-1200	Calories
	Baked apple				

DINNER:	Meat	}	200-300	Calories
	or				
	Bean or lentil loaf and potatoes				
	or	}	100-200	Calories
	Scalloped eggs				
	Potatoes	}	100-200	Calories
	or				
	Macaroni				
	or				
	Rice	}	100-200	Calories
	or				
	Baked banana				

¹ Rose, *Feeding the Family*, pp. 193-194.

DINNER:—*Continued*

Green vegetable, cooked	25-150	Calories
Fresh fruit or vegetable salad	100-200	Calories
Bread	100-300	Calories
Butter	100-300	Calories
Ice cream	}	150-300 Calories
or		
Tapioca cream		
or		
Charlotte russe }		
Milk or cereal café au lait	150-250	Calories
<hr/>		
	900-1500	Calories

Normal weight. One way to tell whether or not one is getting enough food is to follow the height and weight chart.

HEIGHT AND WEIGHT FOR GIRLS

AGE Years	MINIMUM		STANDARD		MAXIMUM	
	Height Inches	Weight Pounds	Height Inches	Weight Pounds	Height Inches	Weight Pounds
5	39	34	44	44	46	48
6	39	35	45	47	49	53
7	39	36	47	50	52	60
8	42	43	49	55	54	68
9	45	49	51	61	56	76
10	47	53	53	68	59	89
11	48	56	55	74	63	109
12	50	61	58	87	66	119
13	53	70	60	97	69	129
14	55	77	61	104	71	138
15	57	86	62	111	72	145
16	58	91	63	117	72	147
17	59	98	63	118	72	148
18	60	106	63	119	72	149

A girl should gain each month about as follows: 5 to 8 years, 6 ounces; 8 to 11 years, 8 ounces; 11 to 14 years, 12 ounces; 14 to 16 years, 8 ounces; 16 to 18 years, 4 ounces.

HEIGHT AND WEIGHT FOR BOYS

AGE Years	MINIMUM		STANDARD		MAXIMUM	
	Height Inches	Weight Pounds	Height Inches	Weight Pounds	Height Inches	Weight Pounds
5	39	35	44	45	46	48
6	39	36	45	47	49	55
7	39	37	47	52	52	62
8	42	44	59	57	54	69
9	45	49	51	62	56	77
10	47	54	53	68	60	91
11	48	57	55	75	63	105
12	50	62	56	80	64	113
13	53	71	58	87	69	138
14	55	78	61	102	74	162
15	57	86	64	114	76	174
16	58	91	66	128	76	175
17	59	97	67	134	76	176
18	61	110	67	135	76	177

A boy should gain each month about as follows: 5 to 8 years, 6 ounces; 8 to 12 years, 8 ounces; 12 to 16 years, 6 ounces; 16 to 18 years, 8 ounces. Weight should be taken on the same date of the month and at about the same time of day.

Heredity has something to do with the size and weight. These charts are based on the average figure so that a deviation of a few pounds either way need not be cause for alarm.

Health agencies. As we grow more and more dependent upon one another, we find that society must make regulations to safeguard our health. Formerly great epidemics occurred, which cost many lives. Then science found that typhoid fever could be prevented by protecting the milk and water supply. Today if the milk or water supply is contaminated, society intervenes to prevent an epidemic. If John has diphtheria or scarlet fever, society says he must be isolated. Serums may be used to make us immune to some diseases, for instance, vaccine for smallpox and toxin-antitoxin for diphtheria.

Every community of any size has a local health agency, which protects the health of the community. It regulates the isolation of those who have, or have been exposed to, communicable diseases.

The local health department usually supervises the inspection of foods, meat, and milk. It may provide clinics in



Photo by Doris Day

The health examination by the school doctor

various sections of the city where those who need medical advice or treatment may receive it free or for a very small sum. In the city we are familiar with the public school nurse and the dentist and physician who give the children health examinations yearly. The rural communities are not so fortunate, as it is more difficult to centralize such aids.

The state maintains a health department for the control of communicable diseases. In these departments, vital statistics are gathered, antitoxins may be furnished free, and various campaigns are carried on against diseases such as influenza, the venereal diseases, smallpox, and infantile paralysis.

There are many private health organizations which are interested in public health. The American Red Cross, The American Public Health Association, The American Medical Association, The Anti-Tuberculosis League, The American Society for the Control of Cancer, The American Social Hygiene Association, and others for particular diseases are waging warfare constantly throughout the nation. For instance, anyone suffering from tuberculosis will be given free care in a public institution upon the recommendation of his physician.

Social diseases. One of the greatest health problems in the world is the prevention and control of venereal or "social" diseases. "There are almost one and one-half million new infections every year in this country alone. They cause more mental, physical, economic, and social suffering than any other disease known to medical science, all of which is due to ignorance and misinformation."¹

Before the World War the layman did not know very much about the prevention and control of such diseases. Since that time they have been placed on the same plane with other infectious and contagious diseases. Reliable information concerning their control may be obtained from such health agencies as "The American Social Hygiene Association."

Periodic health examination. A yearly health examination may help one to keep well. This examination is made for the purpose of detecting early evidences of disorder. The

¹ From the pamphlet, "You Should Know," by Dr. P. A. Jacobs, Chief of the Department of Urology of Mount Sinai Hospital, Cleveland, Ohio, published by the Social Disease Education Foundation, Cleveland, Ohio

physician chosen for a health examination should be interested in health and in prevention of disease as well as in the cure. These examinations should be begun at birth and continued through life as the physician is trained to note symptoms of which we are unaware.

Mental health. As we turn our attention from the study of machines to the study of man and his relationships we become more and more interested in the subject of mental health. Most of us realize that our mental health is more or less dependent upon our physical health. If the circulation is poor, we are quite likely to feel depressed; if the head aches, we find it difficult to think; if a person is very ill, he may lose all interest in his work or even become indifferent to his family and friends. We have much to learn about this subject and many research projects are being carried on today to further our knowledge, but we do know the foundations for mental health are laid in childhood. It is then that we form habits which govern our emotional behavior and our social behavior, just as we form habits at that time which later affect our physical health.

We also know that those who are best adjusted are those who know how to face facts. They do not run away because of fear or failure but they work out a plan to surmount the obstacles. The well-adjusted person knows that life is made up of changing conditions. He knows that if conditions are unfavorable, there will be a time when they are favorable. On the other hand, if everything is going well, he knows that difficult periods may come. He learns to appreciate everything that is beautiful and satisfying in life, but he also learns to accept the unpleasant conditions, doing what he can intelligently to change them. During these difficult times, the boy or girl may learn to appreciate health, a beautiful day, some lovely thing in nature, friendships, or many of the things which we ordinarily take for granted.

The person who possesses good mental health realizes that his emotions are a legitimate part of him, but he understands them and their effects upon him. The small child may become angry if he loses a game but the older boy or girl thinks of this reaction as childish. He has learned to divert this feeling into one of sportsmanship.

The person possessing mental health recognizes the fact that no one can avoid mental conflicts. The boy who has been raised in a small town or in a rural community will find the city offers many new situations which will cause mental conflicts. The boy or girl who has been raised with a definite religious background will have mental conflicts when he comes into contact with people of radically different backgrounds. These conflicts are inevitable due to the changing conditions of life which he has not been trained to meet, but he can accept them as challenging and learn the reactions to them that will make him a happier and more useful person.

Caring for the sick. When illness occurs in the home it causes an abnormal situation which changes the usual routine. Home nursing requires some skill and some knowledge of illness. Our purpose is to help the patient get well and to make him as comfortable as possible while he is ill. People who are ill are usually more sensitive to noise, to the appearance of the home, and to the appearance and odor of food. The atmosphere of the home has a great deal to do with their feelings; if the nurse is cheerful and capable the reaction is decidedly favorable, while the opposite reaction takes place if the nurse is incompetent and unpleasant. We should think of pleasant incidents to tell our patients and refrain from worrying them in any way.

Preparation and care of the sickroom. It is desirable to place the person who is ill in a room isolated from others.

This gives the patient the needed quiet and protects the rest of the family if the disease is contagious. Choose a room which can be ventilated and remove all unnecessary furnishings so that it can be easily and thoroughly cleaned. The room should be carefully dusted each day. A few drops of oil or furniture polish on a damp cloth will keep the dust from flying about the room. If there is a rug or carpet, a



Courtesy of Home Economics Department, Evanston Township High School

Comfort for the sick person

vacuum cleaner should be used. If a broom is used, pieces of dampened paper may be scattered about so that dust is not raised. If the floor is polished wood, the dust mop should be cleaned after it is used in the sickroom.

Essentials for a patient's comfort. A daily sponge bath in bed is refreshing and aids the circulation. It may be given either at night or from an hour and a half to two hours after

breakfast. Likewise a back rub will stimulate the circulation and relieve the ache from lying in one position. Rubbing alcohol is good for this as it is refreshing and helps prevent bedsores. Proper care of the teeth, hair, and face helps to keep up the morale of the patient. The temperature of the room should be between 66° and 70° in the daytime; 60° and 65° at night. Other devices which conduce to the patient's comfort are more pillows, a bed jacket, a back rest, an air cushion, a bed cradle or box which will support the bedding, and a bedside table or swinging stand.

Disinfecting the sickroom. The bacteria that may gather on the bedding, clothing, or utensils in the sickroom must be destroyed. Lysol and iodine (both of which are poison) are two effective disinfectants that may be kept in the bathroom. A 1 per cent solution of lysol is generally used, that is, about $2\frac{1}{2}$ teaspoonfuls to 1 quart of warm water. This may be used for the nurse's hands, for linens, or for utensils. The dishes and bed clothing should be boiled.

Food for the sick and convalescent. In cases of illness where a physician is called, he will give directions concerning the diet. His directions should be followed. When they are quite general or when the ailment is minor and no directions are given, it is necessary to know something about the requirements for food in sickness.

The body processes require about the same amount of food whether one is sick or well. The man who is ill and does not eat for two or three days is furnishing fuel for his energy requirements from the reserves of his body. This need is about 1850 calories per day for the man of average weight, lying in bed. In an illness which lasts from two to three days, it does not harm the body to fast but may rest the digestive tract. Nature soon restores the body so that simple food may be safely taken. In cases of severe illness

of long duration food must be given so that the body will not become too weakened.

The type of food which is easiest to digest is the fluid diet which includes broths, clear soups, beef juice, cereal gruels, milk, raw eggs in combination with milk and fruit juices, and cream soups of various kinds. If the fluid diet is given for a short time, no attempt is made to supply all of the energy requirements. If there is an attempt to supply the energy requirements as in typhoid fever the liquids must be given every two hours during the twenty-four.

The soft diet is generally better liked by the patient and is usually prescribed as the next step after the fluid diet in feeding the patient. It consists of the fluids mentioned before, with the additions of cereals, creamed toast, custards, junkets, gelatin and cornstarch puddings, ice cream, and ices. Such a diet yields about 2000 calories per day.

The convalescent diet is the next step and usually furnishes from 2200 to 2500 calories per day. It is very important to have easily digested foods. Foods suggested for children are typical of the foods for a light or convalescent diet.

A SAMPLE MENU FOR A FLUID DIET ¹

- 7 A.M. 1 cup coffee with $\frac{1}{4}$ cup milk
- 9 A.M. Albuminized lemonade; 2 tbsp. lemon juice, 2 tbsp. sugar, egg white, 1 cup water
- 11 A.M. 1 cup broth
- 1 P.M. 1 cup gruel made with milk
- 3 P.M. Albuminized lemonade (as above)
- 5 P.M. 1 cup tea with $\frac{1}{4}$ cup milk
- 7 P.M. 1 cup broth
- 9 P.M. A cup gruel made with milk
- 11 P.M. 1 cup broth

¹ Rose, M. S., *Feeding the Family*, p. 325. Used by permission of The Macmillan Company, publishers.

A TYPICAL MENU FOR A SOFT OR SEMI-SOLID DIET ¹

7 A.M.	1 cup hot milk (may be flavored with tea or coffee)
9:30 A.M.	$\frac{1}{2}$ cup grape or pineapple juice
	1 cup thick farina gruel served with rich milk
	1 thin slice toast with butter
12 M.	1 cup beef broth with the white of 1 egg
	1 thin slice toast with butter
2:30 P.M.	$\frac{2}{3}$ cup chicken soufflé
	$\frac{1}{2}$ thin slice toast
	$\frac{1}{2}$ cup lemon jelly with 1 tbsp. whipped cream
5 P.M.	1 cup milk flavored with tea or cocoa
	$\frac{1}{2}$ thin slice toast
7:30 P.M.	$\frac{1}{2}$ cup bouillon
	1-egg omelet
	$\frac{1}{2}$ cup cocoa or caramel junket
10 P.M.	1 cup gruel or malted milk (made with milk)
	1 thin slice toast

GENERAL PLAN FOR A CONVALESCENT DIET ²

BREAKFAST:	Coffee or tea with milk and a little sugar
	Diluted fruit juice or cooked fruit, such as pears, prunes, apples
	A thoroughly cooked cereal (cooked 3 to 8 hours and strained if necessary) with thin cream and a little sugar
	A soft-cooked egg
	Dry toast—butter to spread it served separately
DINNER:	Meat broth or soup (rice, barley, potato, pea, asparagus)
	Roast or broiled lean beef, chicken, mutton, lamb, or fish
	Potatoes baked, boiled, or mashed, or macaroni or rice
	A small portion of purée of green vegetable if none is served in soup

¹ *Ibid.*, p. 327.² *Ibid.*, pp. 328-329.

DINNER:—*Continued*

Toast, stale bread, or plain crackers and butter

A simple custard, ice cream, junket, cereal pudding,
gelatin jelly, or mild stewed fruit

Milk, to be flavored as desired

SUPPER: Milk, served as soup, milk toast, or beverage, as
preferred

An omelet, soufflé, or small chop

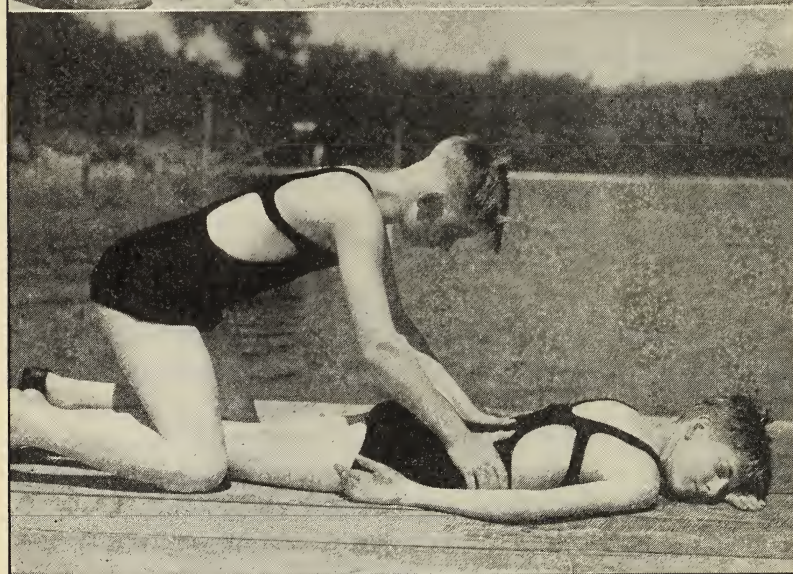
Toast or stale bread and butter

Stewed or baked fruit (prunes, apples, pears,
bananas)

If lunches are required between these meals, an eggnog, a glass of milk and a cracker, a cup of broth and a slice of toast are safe to choose.

First aid. The common accidents which occur in the home are burns, cuts and bruises, insect bites, strains and sprains, poisoning and foreign particles in eyes, nose, and ears. Simple treatment for the care of such injuries should be written on a card and kept hanging in or near the medicine chest. A first-aid course given under the direction of a competent nurse or physician is very valuable. Artificial respiration is demonstrated on pages 142 and 143. The "Red Cross First Aid Pamphlet" contains information that every homemaker should have. It must be remembered that first-aid treatment is given while we are waiting for the physician. Simple first-aid equipment is needed in every home.

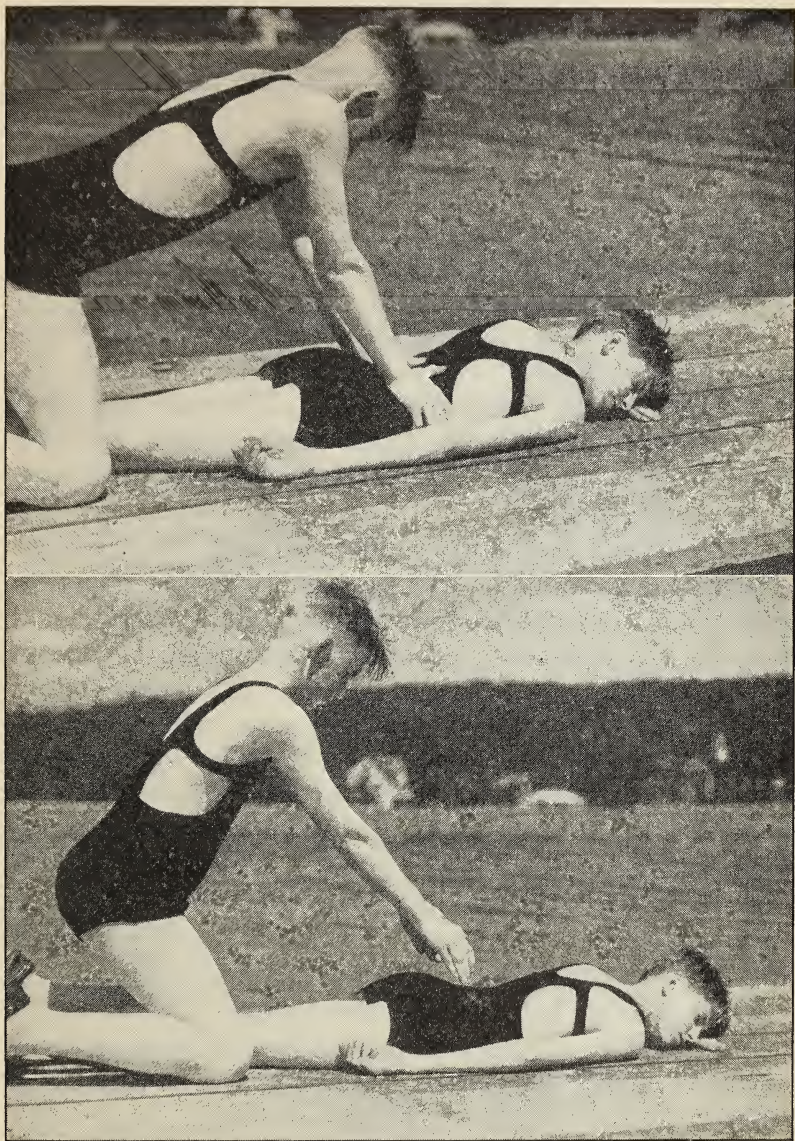
Summary. The health of the family has much to do with the effectiveness of its members in meeting the problems in life. It is dependent upon cleanliness, fresh air, sunshine, nourishing food, suitable clothing, proper surroundings, rest, and exercise. As an ounce of prevention is worth a pound of cure, regular health examinations are important.



Photos by Doris Day

Artificial respiration

1. Place head and body in position.
2. Place hands on back.



Photos by Doris Day

Artificial respiration

3. Swing weight of body forward on stiff arms. 4. Release pressure.

TEN HEALTH COMMANDMENTS ¹

By

Dr. Livingston Farrand

offered in an address before The American Public Health Association on May 18, 1926, at Atlantic City.

1. He should have a knowledge of the physiological basis for sound health habits, such as regular and sufficient hours of sleep, right posture, suitable exercise, and proper elimination.

2. He should know the types and amounts and proportions of the various food elements essential to the proper nurture of his body.

3. He should have an acquaintance with the principles of normal mental action and the conditions underlying the more common variations from normal state of mind.

4. He should have a general understanding of the sex instinct in man—its stages of development, its normal expression, and the values and penalties attaching to it.

5. He should have a knowledge of the factors determining infection and resistance and of the principles of artificial immunization in the case of certain of the common infectious diseases.

6. He should have enough knowledge of the causes and prevention of the degenerative diseases to offer a prospect of passing through middle life without a breakdown.

7. He should know and therefore be armed against health hazards lurking in the environment, such as polluted water and milk supply, congestion in housing, poisonous dusts of certain industries, infected soil, etc.

8. He should appreciate the necessity for frequent medical and dental examination.

¹ Reprinted by permission of Dr. Livingston Farrand.

9. He should have an intelligent basis for choosing wisely his medical and dental advisers, and for realizing that the modern practice of medicine is grounded on science, and not on mystery, fancy, and tradition.

10. He should have a knowledge of the important health problems facing the community, of the methods of attacking those problems, and of the results to be expected from intelligent community action in the public health field.

QUESTIONS FOR CLASS DISCUSSION

1. List the various health organizations that are available to your community.

2. How does the housing situation in a large city affect the health of its people?

3. What recreational facilities are available to the families in your community? How do they affect the public health?

4. What system is used for the disposal of sewage in your community?

5. How are the water and milk supplies safeguarded in your community?

6. What health services are available to your family in your community?

7. How is the public health safeguarded in the food markets?

8. If the city is bankrupt, in what ways will the health of the citizens be affected?

9. How much can Mary and John allow for "health" in their budget?

10. What program of recreation would you recommend to Mary and John to keep them in good physical condition?

11. What are the signs of health?

12. What are the signs of deviation from health?

OPTIONAL GROUP REPORTS

1. Report on the work of the American Red Cross in your community.

2. Report on the work of the American Public Health Association.

3. John came home sick. The doctor pronounced his illness a severe cold. Make a plan for the care of John during the week he is bedfast.

4. Plan the meals for John while he is ill.

5. Mary cut her finger while peeling potatoes. Describe the first-aid treatment.

6. What equipment would you suggest for a first-aid chest?

OPTIONAL INDIVIDUAL REPORTS

1. Tell the story of the development of vaccination against smallpox.

2. Tell the story of Dr. E. L. Trudeau's fight against tuberculosis and the establishment of his sanatorium in the Adirondacks.

3. Tell the story of General Gorgas's fight against yellow fever.

4. Tell of some of the research work being carried on in relation to cancer.

5. Tell of some of the research work in relation to infantile paralysis.

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SECTION 3

ECONOMIC SECURITY

Standards of living. There are successful families in the various economic stations in life. Their standards of living may vary greatly. One family may require a much larger income to maintain its standard of living than another. A decent standard of living implies that there are sufficient funds for nourishing food, clean, comfortable shelter, presentable clothing, and means for maintaining the health. In addition to these material needs, a decent standard of living includes some recreation and some education. The standard of living may be very elusive, for as soon as we rise to a higher standard we find ourselves asking for just a little more. When we speak of economic security, we mean that there is an income sufficient to provide for a decent standard of living with a margin for illness and old age.

Economic insecurity. Until the twentieth century, economic security in the United States was more or less a matter of character and careful planning. If an individual possessed character and good judgment, economic insecurity was brought about only by forces beyond human control, such as floods and famines that caused a lack of food. During the twentieth century, the great industrial changes gave us luxuries beyond the dreams of our great-grandfathers, but they also brought greater economic hazards. Today economic security is determined by three factors: forces of nature, society, and the individual.

Causes that are beyond our control. There are other causes of insecurity besides floods and famines which are beyond our control. Adversity and old age are an inevitable part

of life. If we could be sure of health and strength, retaining our normal faculties, we could face the future with more confidence. "It is a conservative estimate that at least

THE EXTENT OF NEED AMONG THE AGED, 1934

ESTIMATED
POPULATION
65 & OVER



ESTIMATED
AGED IN NEED



EACH FIGURE REPRESENTS A HALF MILLION PERSONS OVER 65

Courtesy of Committee on Economic Security

It is the consensus of opinion among experts based upon the data from the number of surveys of the problem, that not less than one-third of all our old people reach old age without a competence. The number of persons 65 years and over in the United States has been recently estimated to total 7,200,000. Based upon these facts it is probably safe to say that there are approximately 2,400,000 persons, aged 65 and over who are dependent either on public charity or the support of relatives, friends, and private charity. The surveys upon which the above proportions are based were taken during the relatively prosperous years from 1920 to 1929.

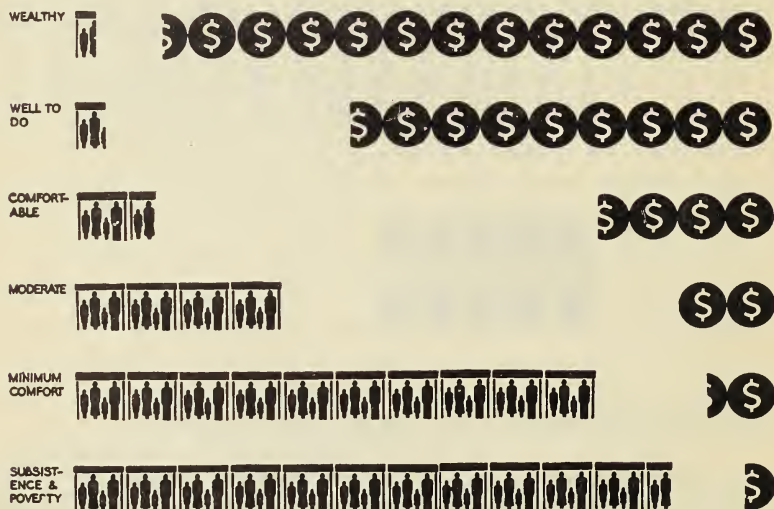
forty per cent of those reaching the age of sixty-five are dependent for their support upon relatives or public and private charity." ¹ Statistics show us that we should accumulate between the ages of twenty and forty-five years, enough to provide for us during the normal span of life.

Causes that are controlled by society. 1. Low wage level. If the wages that are paid to our workers are not sufficient

¹ Epstein, Abraham, *Insecurity, A Challenge to America*. Reprinted by permission of Smith & Haas, publishers.

to maintain a decent standard of living with some provision for security for old age and illness, we see that it is impossible for these workers to have economic security. We have prided ourselves in America on the high wages maintained

THE NUMBER OF FAMILIES IN VARIOUS INCOME GROUPS, 1929



EACH FAMILY GROUP REPRESENTS ONE MILLION FAMILIES, EACH CIRCLE \$2,000

Courtesy of Committee on Economic Security

Figures on total national income—wages, salaries, income from investments and sale of property—reveal that almost eighty per cent of the families in the United States in 1929 received an income of \$3000 or less per family. Over forty-two per cent of all families received incomes of \$1500 or less during the same year. It is generally conceded that the families in these categories need some form of protection against loss of income from such hazards as unemployment, old age, destitution, and sickness.

by industry. Actually there has always been a fight between the employees and employers as to a wage scale. When wages have been extremely high the purchasing power of the dollar has also been diminished so that the worker has not received extremely high compensation.

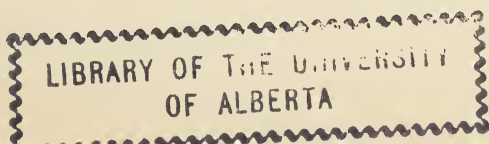
2. Credit. In the United States only eight per cent of all business is transacted by actual cash, the other ninety-two per cent is carried on by credit. Credit means faith in the ability of the debtor to pay. This faith is based upon his position, his income, and his personal integrity. If conditions change suddenly so that he receives no income and can secure no position, it is easy to see that the foundations for his security are gone. Therefore he faces economic insecurity.

During the last fifteen years we have done much of our buying on the installment plan, making a small down-payment and promising to pay the greater part out of our future earnings. This system is workable if conditions remain stable, but causes much insecurity if there is a change for the worse in conditions.

3. Unemployment. There are many causes of unemployment. Among them are seasonal changes, replacement of workers by machines, and periods of depression.

Future civilization dependent upon economic security. Our growth and development as a nation is dependent upon our economic security. We must keep reminding ourselves that we are changing from a rural civilization to an urban civilization. In this rapidly changing period we find ourselves in an unstable position. We know that the social, political, and economic development must keep pace with the physical development if we are to have stability, so we should enter this new era of social progress aware of the challenge which it offers.

Instead of living in a period in which the philosophy is to get all you can regardless of anyone else, we are entering a period in which, because we are bound so closely by the forces of this great age, we must think of the welfare of society as a whole. Society will probably become more interested in its contribution to economic security. There will



be more social legislation, which will tend to provide for the security of the home and the individual.

“Let everyone prosper in exact proportion as his ability, industry, and wisdom contribute to the prosperity of others. The social group, whether large or small, that serves notice upon each citizen that his prosperity is to be limited only by the amount which he contributes to the prosperity of the whole will have found the surest means of inducing everyone of its citizens to go about literally doing good.”¹

Social legislation and economic security. Families and individuals who are unable to shelter, feed, and clothe themselves become dependent upon society.

About twenty-four of our states have experimented with social insurance. The others have failed to see that the majority of our people are not independent but are dependent upon wages from industry. Industry is quick to see that in providing for its costs, a sum must be put aside for repair and maintenance of machinery and the purchase of new machinery, but it has failed to note that similar provision must be made for illness and old age.

“While on duty in a machine civilization, workers may be injured, maimed, or killed. In the normal operation in an industry the men, due to age, wear out just as capital is worn out. The social costs for meeting the medical attention for the injured, fair compensation for permanent maiming, fair compensation to the dependents in case of the accidental death of a worker, and old age pension after the worker’s usefulness is over are a definite part of industry’s obligation and should be included in all cost computations.”²

Mr. Epstein, after a very clear analysis of the inadequacy of our present methods, gives us this challenge:

¹ Carver and Lester, *This Economic World and How It May Be Improved*, p. 104. McGraw-Hill Book Company, Inc.

² Wyer, S. S., *Living Together in a Machine Civilization*, p. 41. Pamphlet. Beggs Bldg., Columbus, Ohio.

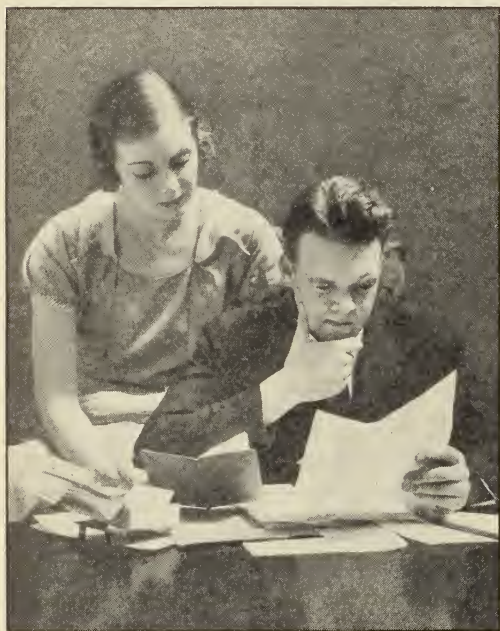
“A comprehensive program of social insurance embracing unemployment insurance, old age pensions or insurance, health insurance with both medical and cash benefits, and a system of family allowances which would eliminate child labor, offers an immediate, constructive, and peaceful method for the advancement of economic and social security.”¹

Economic adjustment in the successful family. As we study the economic problems of the family, we note that the most difficult adjustments are caused by the social changes which have affected the home. The home has become a consuming unit rather than a producing one, and the woman is the purchasing agent. Statisticians tell us that the homemaker purchases about eighty-five per cent of goods consumed. The social changes which have given financial independence to the woman before marriage have often formed in her a habit of making decisions about expenditures, and given her definite ideas about economic justice in the family. The man by his economic experience has also acquired definite ideas. It is very necessary that both the man and the woman in the successful family have adequate knowledge concerning the things that their income must provide, which are chiefly food, clothing, shelter, advancement, and savings. They must agree as to what proportion should be spent for each. Then they must co-operate fully in carrying out the plan.

Causes of insecurity that can be controlled by the individual. We have been saying to our youth in the home and in the schools that we are living in a scientific age which has developed the machine. If he would fit into our modern civilization, he must choose a trade or profession for which he should prepare himself. We have urged him to study statistics so that he will not choose a trade or profession which is overcrowded. We have told him that it is important

¹ Epstein, Abraham, *Insecurity, A Challenge to America*, p. 665. Reprinted by permission of Smith & Haas, publishers.

to know how to work with people, that he must be able to adjust himself, and that he must possess desirable personality traits. He must have good health so that he has abundant energy. All of these statements are true and important,



Photograph by H. Armstrong Roberts

Planning for economic security

because the youth who is unable to adjust, who is untrained, and who is not likable finds it almost impossible to secure a job. He, therefore, faces economic insecurity. Likewise, the boy who is trained, and who possesses desirable personality traits, but who is unable to manage his finances will face economic insecurity.

In the successful family each individual assumes his share of the respon-

sibility of economic security by controlling desires, living within the income, and contributing in some manner to a permanent savings fund.

The family budget. One way in which the family can plan for its expenditures, its savings, and its investments, is by making a yearly budget. There are certain fixed expenses which vary but slightly. Let us take the Jones family for an example. Mr. Jones has been accustomed to a salary of \$200 a month for a family of five. But everyone

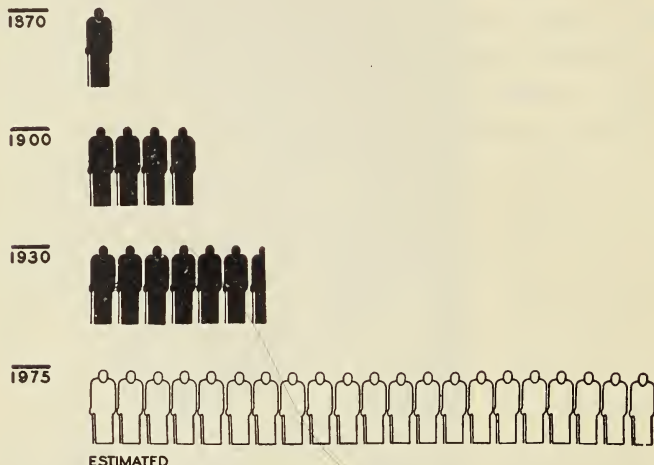
at the plant agreed to a salary cut rather than shut down so that Mr. Jones is now receiving thirty-five dollars a week. Mr. and Mrs. Jones decided to take the children into their confidence, for the reduced income meant they must do all of their own work. A friend told Mr. Jones of a home-economics bureau in connection with a store from which he could receive expert advice on making out a budget. So Mr. Jones brought home some of their literature on budget making. He found that experts advised a division of the income which would allow for the needs of family life. This division differed somewhat with the amount of income, as we can eat only so much and wear a limited number of clothes and spend a limited amount for shelter. The savings, personal care, advancement (which includes education and recreation), and operating expenses, vary greatly with the amount of the income.

After carefully studying their expense records, Mr. and Mrs. Jones found they had been spending their income very much as follows.

Savings and insurance	\$30 per month
Rent	40 per month
Food	58 per month
Clothing	30 per month
Operating expenses	15 per month
Advancement	27 per month

Their savings had been used for insurance so they felt they could not cut that item. They knew of several houses quite as desirable as the one in which they lived for \$35 so they decided to ask for a decrease in rent of \$5 a month. Mrs. Jones figured that the food items could be reduced to \$12 a week or to \$48 a month. They agreed to be careful about wasting electricity and to do all their own work, thereby cutting operating expenses to eight dollars a month.

Mrs. Jones decided that, by careful management, the clothing item could be reduced to twenty dollars. This would allow \$7 for advancement. The family will be dependent upon its own resources for amusements as there is little for recreation. This means that the car cannot be used; and INCREASE IN THE NUMBER OF AGED IN U.S.



EACH FIGURE REPRESENTS ONE MILLION PERSONS 65 YEARS OF AGE AND OVER

Courtesy of Committee on Economic Security

People live longer today than they did ten or twenty years ago. On the other hand, fewer children are born each decade. Such a combination of factors results in a larger proportion of older people in the total population than we had several generations ago. Experts believe that this proportion will continue to grow for at least forty years.

books and magazines must be secured from the library. As there is little provision for sickness, health rules must be observed with the utmost care.

If Mr. and Mrs. Jones had not asked for the help and co-operation of the children in making the budget, the adjustments would have been much more difficult.

The personal budget. Many of us think that the reason we are poor managers is that we have so little with which

to manage. We firmly believe that if we had thousands of dollars we would be excellent managers. This is just as foolish as to assume that we can all be long-distance swimmers without training. In order to prepare ourselves to live within the family budget or to live within the budget of the business organization, we should all make personal budgets covering our incomes and expenditures. When the income is very small we may do this mentally, knowing that the small allowance will not cover our many wants. Therefore, we choose what we believe is the most necessary to our comfort or satisfaction, developing our judgment as we become more aware of our needs. A very young child may think of candy and ice cream as the only needs he has. An older boy may think of a ball and bat or some picture show that he wishes to see which will require more than the weekly allowance. He learns that by waiting several weeks he may have an accumulation of allowances which will give him his heart's desire. In other words he has studied his needs, considered his resources, and made a plan.

Summary. Economic security may be safeguarded by society through social legislation, such as old-age pensions, unemployment insurance, health insurance, family allowances, and legal protection of the investor.

The individual may obtain economic security in part by preparing for a job, living within his income, making a plan for spending (called a budget), keeping a record of expenditures, and learning about investments,—their purchase and care.

Economic insecurity is dependent upon causes that may be controlled by the individual, such as character and purpose; causes that are controlled by society, such as unemployment, low wage level, and credit; and by causes that are inevitable, such as adversity and old age.

QUESTIONS FOR CLASS DISCUSSION

1. What are the sources of income in the home? What is the mother's economic contribution to the home?

2. What other types of investments besides bank deposits and life insurance are commonly employed by the family?

3. What are the questions to be considered when making any investments?

4. An executive in a large corporation makes the following statement:

"What we need and must have is a distribution of national wealth and national income on a broader base, and a steady increase in national wealth, in order that there may be more to distribute, resulting in a continuing rise in the standard of living for all people."

If our standard of living is much higher than that of other nations, what effect will it have upon our relationships with other nations?

5. What types of social insurance are found in your state?

6. Of what advantage is the feeling of security?

OPTIONAL GROUP REPORTS

1. An economist tells us that an estimate should be made of how much can be set aside at regular intervals for savings. On the moderate income, this is usually from ten to fifteen per cent. Of this twenty-five per cent should go into insurance. About seventy-five per cent should go into deposits until enough has been accumulated for some high-grade bonds. Preferred or common stock should never exceed twenty-five per cent of the family estate. Assuming that John and Mary have an income of \$2000 a year, make a plan for their economic security. How would this plan differ if their income were \$4000?

2. Experts in family finances tell us it is not safe to buy a home costing more than one and three-fourths or two and one-half times the annual income. Dick is making \$150 a month as a salesman with a publishing company; Mary is making \$150 a month teaching. They live in a city of 200,000. They can buy a house in a

nice neighborhood. The house cost \$14,000 to build. They can buy the house for \$2000 cash as a down-payment. Is it wise to assume this debt?

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. Robert is sixteen and is considering taking out life insurance. What type of policy would you recommend?

2. Discuss government or municipal bonds, answering the questions suggested in the following outline. Discuss some commercial stock issue with which you are familiar.

I. Is the income assured?

A. If a governmental obligation

1. Ability to pay
2. Willingness to pay
3. Legality of issuance

B. If a business obligation

1. Financial solvency (adequate margin of assets over liabilities)
2. Earnings of the corporation
 - a. Adequacy
 - b. Stability
3. In the case of stocks, dividend record
 - a. Amount of dividends
 - b. Stability (passing of dividends)

II. Can the principal be recovered quickly in the case of need?

A. Through resale

1. Marketability (Are the securities listed on an exchange and are they active?)
2. Price stability (potential depreciation or appreciation)
 - a. Safety or assurance of income
 - b. Maturity

B. Through maturity

1. The idea of arranged maturities

C. Through loans (to meet temporary need—see A above)

III. Is the tax status suitable?

IV. Is the denomination satisfactory?

V. Is there freedom from care? (amount of management required)

VI. How will the investment be affected by changes in the purchasing power of money?

VII. Is the rate of return as satisfactory as possible?

Much of this information may be secured by reference to such financial services as Moody's, Brookmire's, or Babson's, usually accessible in public libraries.

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SECTION 4

SPECIAL PROBLEMS OF THE FAMILY

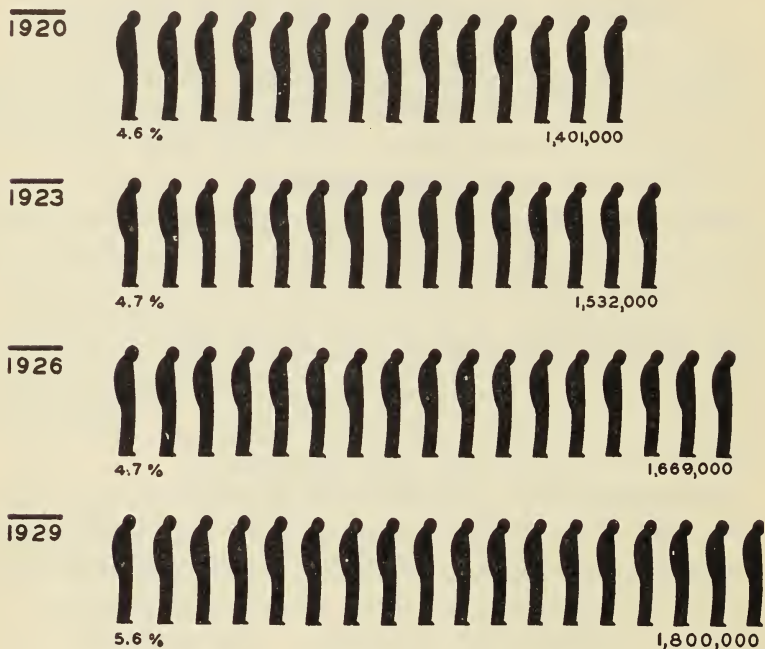
Every family has times of stress and difficulties. These periods may be safely passed if there has been training for adjustments and character. For those who are selfish, thoughtless, and unprepared for change, such periods bring unsurmountable difficulties. The three conditions which the modern family may face calling for unusual adjustments are unemployment, out-of-the-home work for the mother, and broken homes. If there is no foundation of sympathy, understanding, and affection, the family cannot hope magically to acquire them at these times although the common experience of adversity may tend to make members of the family more tolerant and more appreciative.

Unemployment. There are many reasons for unemployment, some of them controlled by society and some within our own control. There has always been unemployment even during the five years preceding 1929, which was a period of phenomenal prosperity. Unemployment is due to seasonal work, to the displacing of man power by machines, and to periods of depression. Some of the reasons more or less within our control are illness, lack of training, and laziness.

Effects of unemployment on the family. Whatever the causes of unemployment the effects are similar. Unemployment acts directly upon the family in producing a lowered morale, a lowered standard of living, and a lowered physical condition. Fear of the future, of the unknown ahead, brought about by this lack of security brings with it worry

and other ills. For some, the strain becomes so great that they are unable to carry the added responsibilities and there

UNEMPLOYED DURING PROSPEROUS YEARS



EACH FIGURE REPRESENTS 100,000 UNEMPLOYED

Courtesy of Committee on Economic Security

The hazard of unemployment is not alone a depression phenomena. The years featured in this chart were relatively prosperous years yet they represent approximate periodic lows of unemployment from 1920 to 1929 inclusive. The figures are for unemployed in all industries except agriculture.

are the tragedies of mental illness and suicide. Mr. Whiting Williams says that the worker is desirous of those esteems which society gives to citizens of worth. Unemployment causes failure in securing those esteems.

Social remedies. It is more difficult to regulate unemployment than it is to regulate the effects upon the family. These may be remedied by a greater sense of security for the future furnished by various forms of social insurance such as unemployment insurance, mothers' pensions, old-age pensions, and workmen's compensation. In Europe, several countries have national plans of unemployment insurance. In this country, some states have adopted various forms of social insurance while many business organizations are considering plans. At present, the burden falls most heavily upon the workman and his family.

Individual remedies. Three types of training are necessary to prepare the individual for society as it exists. He must be trained for some definite field so that he can excel in his particular job; he must have some avocation which in times of depression often becomes a vocation; and he must be trained to make adjustments in situations for which no book or no teacher has prepared him.

Out-of-the-home careers. Our grandmothers and great-grandmothers looked on homemaking as a full-time job. In order to provide a satisfying home for their families they had to be trained in various skills for which they received recognition from family and friends. Today we are feeling the effects of this tradition in antagonism with a new urge for the same freedom that the man possesses in choosing a career. Homemaking is still a career in which a woman can find scope for all her powers, but the home is no longer the isolated unit that it was. In order to make a career of homemaking, the woman must be interested in creating right conditions for her family. So she becomes interested in the health conditions and the cultural advantages of the community, and in the recreation available. These interests take her out of the home into the community life.

It is not strange that many married women who have

been highly trained in some business or profession desire to continue their work because of the mental stimulation it brings, because of their keen interest in it, and because of the higher standard of living which they can attain with the increased income. The woman who has this attitude in the small community feels that she must justify her position because public sentiment is still controlled by traditions of the past which are opposed to out-of-the-home careers for women.

Several surveys have been made among married business and professional women which show the following results. The majority of professional women have chosen to pursue their career not because of economic necessity but because of preference. In these cases competent help is usually employed so that the family routine runs smoothly. The business woman, as a rule, is working because of economic necessity.

In the mill or factory community, woman's work in the factory is taken as a matter of course. It is not necessarily true that her family suffers; this depends largely upon her ability as a manager.

During periods when work is scarce and there is much unemployment, married women are criticized severely for taking jobs which married men and single girls need. The married woman working outside the home should have a social conscience. She should not work simply to supply herself with coveted luxuries when others are deprived of necessities; but this should be the attitude of all workers.

The husband's viewpoint. The husband may object to an out-of-the-home career for his wife, because of his social heritage. For generations men have been accustomed to having women devote their time to the care of the home and family. The husband feels that the children miss the

constant companionship of their mother, that the operation costs in the home are higher, and that his wife may suffer from nervous strain because she is attempting too much. The young husband may also feel that it delays the prospect of a family.

The wife's viewpoint. The woman who is engaged in work outside of the home feels that there are four demands which she must satisfy: the care of the children, companionship with her husband and children, the management of the home, and her job. The homemaker must keep in mind two requirements. First, there must be good management so that the routine of the home may run smoothly. Second, the quality of the comradeship between the mother and the children and between the husband and wife must be of a high character. Psychologists tell us it is the quality of relationships rather than the quantity which counts. For instance, two hours spent in a tennis game or in recreation with the child may be of much more importance than a day spent in the routine care of the home.

The wife who is employed outside the home is more appreciative of her husband's business problems. Little things, such as troublesome plumbing and worn furniture assume their proper places among her problems. She feels grateful for the relief from economic strain which may cause much more nervous strain than the additional work outside the home.

Society's viewpoint. The viewpoint of society is rapidly changing. In the period from 1920 to 1930, women working outside the home increased 60 per cent while married women working outside the home increased only 23 per cent. The greater portion of these women had been forced into outside work because of economic pressure. The married woman is entering profession after profession as the barriers are removed for women in general. They are also removed in

part for the married woman as her husband and family are influenced by the attitude of society.

Broken homes. A broken home is a home in which either the father or the mother is absent. This may be caused by unemployment which leads the man to seek employment in some other locality or in some instances to desert his family because the burden has become too great. It may be caused by separation or divorce or it may be caused by death. A family need not be unsuccessful because of a broken home; a great deal depends upon the way in which the family meets this problem.

The effects of broken homes upon the family. The home and family ideals are apt to be warped for the members of a broken home unless the father or mother counteracts this by wise teaching. The children in the broken home suffer most because of their need for both parents, since parents usually complement each other in their care of the child. It has been found through various social studies that the greater percentage of delinquent children come from broken homes.

Remedies. Preparation and training for the responsibilities of the home and family life and the recognition of our obligation to make marriage a success will do much to lessen divorce, one cause of a broken home. Society can help by social legislation for the unemployed and by reconciliation courts where the husband and wife can look at their problems objectively through the aid of a trained worker.

Summary. There are many problems confronting the American family. Three problems which affect family life to a great degree are out-of-the-home careers, unemployment, and broken homes. The manner in which the family meets these problems determines its success. All human beings want to believe in themselves and to become individuals of some worth to society. If these problems are solved

so that the members of the family maintain their self-esteem, the family is a successful family.

QUESTIONS FOR CLASS DISCUSSION

1. Are there evidences of unemployment in your community? What are they?

2. How do the unemployment problems of the rural community differ from those in the city?

3. Do you know a family which has suffered from unemployment? What effects has it had on the family?

4. Visit a day nursery. How does it help the working mother with her problems?

5. How important is the feeling of being of use and of giving our best to our work? What effects will unemployment insurance have upon the morale of the worker?

6. What reaction do you expect from John if Mary finds employment as a clerk in a bookstore? Would there be any difference in his reaction if Mary taught music, played the organ in a church, or clerked in a department store or dress shop?

7. Mrs. Ward is a widow with two daughters aged six and ten. She is private secretary to an attorney. There is a small income from insurance amounting to fifty dollars a month. What plan can she make for her girls so that they will have the proper care?

8. Select a family which has successfully met one or more of the three problems discussed in this unit.

a. Does the mother work outside of the home? Part time? How does she manage?

b. Does the family operate on a budget, mental or written?

c. Has there been unemployment at any time for the last three years? How have they met the situation?

d. Does the income cover the expenses? Is the family living on reserve funds also?

e. Are there any children in the family? How were they affected by the circumstances?

f. Give three reasons for choosing this family as a successful family.

OPTIONAL GROUP REPORTS

1. Gloria is a high-school girl. She graduates in June at the age of eighteen. Her father has been unemployed for three years but has a part-time job at present. Gloria feels that she must help with the expenses of the two younger children. What would you suggest she attempt for the summer? What would you suggest she plan for a year? Where would you suggest she go to find out about work?

2. Mrs. Rice is a music teacher. Her husband after being unemployed for two years has obtained a job in a city sixty miles distant. There is a little daughter of twelve and a grandmother who is bedfast. Mrs. Rice's income is fourteen dollars a week. Mr. Rice's income is thirty-five dollars a week, out of which he spends ten dollars a week for board and room. What are the most difficult problems they have to solve?

3. Jean expects to go to Chicago next summer to secure work. She is twenty years old with high-school training. Her only relative is an uncle who has recently moved to Chicago. He has a large family and cannot take her in his own home. What suggestions can you offer her about work? Room? Friends?

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. What do we mean by social insurance?

2. What do we mean by "fair wages" in industry? How may they be obtained?

3. Talk with an employer in a factory or mill. What social regulations does he suggest to govern unemployment? Talk with a worker. What suggestions has he about unemployment?

4. Write a report on the White House Conference on Child Health and Protection in 1930.

5. What is the purpose of the Children's Bureau?

6. What is meant by "industrial compensation"?

7. What is the Women's Bureau and why was it created?

8. What has brought about the problem of the migratory family? Would you consider the environment conducive to successful family life?

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UNIT THREE
MANAGEMENT

INTRODUCTION

When John marries he has in mind an orderly and beautiful home. He feels sure that his clothing will be clean and mended; the meals will be attractive and served on time; guests will be welcome and he will be proud to introduce them to his wife who has made this dream possible. He has an idea that a woman can bring this about because she is a woman.

Mary has a similar idea in mind. In addition she expects John to be trained for his work so that he may earn enough for them to live comfortably. If he is unprepared for his job he loses it. She expects him to be deeply interested in his work so that he may advance, but it must not exclude his interest in their home. She wishes him to be courteous, thoughtful of her, and gracious to her friends.

If John has to hurry to work without breakfast, if he finds shirts in need of buttons, clothes that need pressing, socks that need mending, a house that needs cleaning, a tension arises; he is very likely to restrain himself for a while and then suddenly to explode in a torrent of words. Mary may have tried hard, but perhaps no time was left for all of the other duties because she spent hours over a cake which she had to put in the garbage can. She may feel abused and is likely to answer back so that she will hurt him as he has hurt her. She may tell him that if he were capable enough she could afford help to do these things. She may feel quite sure that he married her because he needed someone to perform these many services for him and it was cheaper to marry her and have her do everything.

In the majority of cases John makes the best of it until

Mary learns, but it is natural for him to feel cheated and unhappy. Neither of them realizes that their lack of preparation for homemaking is the real cause of their unhappiness. John fails to see that he too has responsibilities in this job of homemaking.

What is management? Management has been defined as the art and science of organizing, directing, and controlling human and material resources for the benefit of the individual and society. A good manager has certain characteristics which would make him a good manager of a business, of a baseball team, of the home, or of his personal responsibilities. There are four characteristics which we expect a good manager to have:

1. The will to study and become acquainted with the needs
2. The will to consider the resources
3. The ability to make a plan which takes into consideration the needs and resources
4. The ability to perfect and alter the plan as he sees its deficiencies.

In most of the situations requiring good management, there are minimum needs and limited resources. The good manager will be able to supply these minimum needs economically. If there are additional resources he should be able to use them to the best advantage.

These characteristics apply to any kind of management whether it be of a municipality, an industry, or the home. John has been trained to see these factors in connection with business, but he must also learn to see them in connection with the home. When Mary sees them in relation to her home, her job becomes a fascinating one requiring the best mental and physical equipment.

What are the objectives of Mary and John? We go back to the goals of the satisfying home. Undoubtedly they will

have in mind the home that is economically sound, mechanically convenient, artistically satisfying, and mentally stimulating. Of course, they will wish their home to be socially responsible and morally wholesome. In addition they have in mind these other satisfactions—love, true courtesy, freedom for both the husband and wife, inward harmony of personalities, and intellectual co-operation.



Courtesy of Edison General Electric Appliance Co., Inc.

Sharing responsibilities

What are the responsibilities of Mary and John?

We know that the responsibilities of Mary and John are those of management and those of skill. What are these responsibilities in detail and how shall they divide them?

Responsibilities of management

1. The management of time and energy including leisure
2. The management of income
3. The management of food
4. The management of shelter and furnishings
5. The management of clothing
6. The management of hospitality

Responsibilities of skill

1. The preparation and care of furnishings and clothing
2. The preparation and serving of food
3. The care of children
4. The care of equipment
5. The care of the sick
6. The care of the home and its surroundings

A great deal depends upon the temperament and talents of Mary and John as to how they will divide these responsibilities. The important thing is for them to realize that homemaking carries joint responsibilities. It cannot be a success unless these responsibilities are shared.

The resources of Mary and John. Fortunately Mary and John have resources at their command. These resources are both human and material.

HUMAN RESOURCES

1. Health
2. Intelligence
3. Energy
4. Abilities
5. Skills

MATERIAL RESOURCES

1. Money
2. Economic goods
3. Churches
4. Schools
5. Libraries
6. Art museums, etc.

There are other resources which may be added to these lists. If Mary and John can apply these resources to their responsibilities they will have a well-managed home.

Personal management. Each one of us has a problem of personal management. We have certain objectives or purposes in mind; we have certain resources with which we may accomplish these objectives. Perhaps there are definite obstacles which we must remove, so we make a plan taking into consideration these objectives and resources. Perhaps the plan has defects; we analyze it as we try it out and we make additions and subtractions in our efforts to perfect it.

The problem which the average student faces is a problem of management. He must find time for sleep and exercise and recreation so that he will abound in health. He realizes that he must learn to know people so that he can make adjustments more easily, consequently part of his time is devoted to social activities. He must have a thorough foundation in his studies for his future vocation. Since we are facing a future with more leisure because of our rapid mechanical development, he needs to know some handicrafts and have some appreciation of the arts. He wants to be generally informed because we are moving so rapidly in this scientific age. We are facing a new epoch of social and political development. Hence, he must be interested in our present social and political problems.

Summary. Management in the home is the art and science of organizing, directing, and controlling both the human and the material resources for the benefit of the individual and society. The boy or girl who manages personal problems successfully will probably be a good manager in the home or business. The problems of the home today are becoming largely those of management. The homemaker must manage problems of time and energy, shelter, income, food, children, clothing, hospitality, and direct the cultural life of the family.

In every case the homemaker must study the needs, consider the resources, and make a plan, altering this plan as experience discloses its imperfections.

QUESTIONS FOR CLASS DISCUSSION

1. Charles is the business manager of the school paper. What are his responsibilities? What are his resources?
2. What effects will good management have upon the personality traits of Mary and John? Poor management? Discuss.
3. Margaret goes to high school from eight until three-thirty.

She carries four subjects with one study period a day. Make a plan for Margaret so that she may do her work with sufficient time for rest and recreation.

4. George wishes to play in the school orchestra. He is a sophomore in high school, carrying four subjects. Make a plan for George so that he will have time for study, practice, rest, and recreation.

5. Donald has a paper route which requires one and one-half hours after school each day. Make a plan for Donald so that he will have time for study, work, rest, and recreation.

OPTIONAL GROUP REPORTS

1. Mary is away for a week. What added responsibilities will John assume?

2. Mr. and Mrs. Thomas have four children, Dick aged twelve, Gertrude aged ten, and the twins, Sally and Patty, aged three. Divide their responsibilities.

3. Mr. and Mrs. Ross have a baby of ten months. Mr. Ross works as a salesman with an advertising firm. Divide the responsibilities.

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. Talk with the manager of a factory about his problems of management.

2. Talk with the manager of a department store about his problems of management.

3. Make a report on the problems of municipal management.

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SECTION 1

THE MANAGEMENT OF SHELTER

Standards of shelter. The first decision Mary and John had to make was one regarding shelter. Where should they live? The selection of a home was considered in Unit One, The Material Home. We wish to give in this unit some principles to aid us in our management of the housing problem.

At the White House Conference on Child Health and Protection, certain standards for shelter were developed. These standards help us fix the minimum needs for the family. The homemaker must decide whether it is best to rent or to buy. She must decide the type of shelter best suited to the needs of her family such as the apartment, the two-family house, the single residence. The factors that will influence her decision will be the minimum needs of her family, the luxuries that are best suited to the needs of her family, and the resources.

Cost of shelter. When Mary and John referred to their budget they found that one-fifth of their income might be used for rental or ownership. The Department of Commerce has given us statistics showing us that it is not safe to buy a home costing more than from one and three-fourths to two and one-half times the income. If the cost of the home means tension or worry, the satisfaction from owning the home is lessened.

The influence of shelter on standards of living. The location of their home will have a great deal to do with their standards of living. It will be extremely difficult for them to live simply and keep within their income if they



Photograph by Ewing Galloway

Miners' homes in Pennsylvania

How would the standard of living of these people compare with that of the families whose homes are shown below?



Courtesy of Chicopee Manufacturing Corporation

Workers' homes in a Southern manufacturing town

Compare the standard of living of these families with that of the families in your neighborhood.

locate in a wealthy neighborhood. They will be less likely to make friends and perhaps will be unhappy because of the contrast between their manner of living and that of their neighbors or else be tempted to extravagance.

Shelter and the conservation of time and energy. The number of rooms and the size of each room will have much to do with the time and energy involved in caring for the home. It will make a difference whether the house is old or new, and in a good state of repair, and whether it has sufficient storage space and is outfitted with the modern conveniences.

Shelter and health. Mary and John are interested in both mental and physical health. It is essential that there be some provision for privacy and rest for each member of the family as this will lessen the amount of friction and promote the development of individuality. They will also be interested in having air free from smoke and dust, attractive surroundings, and some provision for escape from the constant mechanical noises.

Shelter and the changing needs of family life. The needs of a family are constantly changing. Perhaps relatives must live with the family or additional play space is needed for the children. If the home is owned by the family, it is not so easy to meet these changing needs unless they have been considered in the first place.

Shelter and hospitality. The size of the home, the state of repair, and the modern conveniences have much to do with the ease with which we entertain guests in our homes. Mary and John are aware that they may enrich their lives by this hospitality if it does not demand too much of Mary in time and energy and too much of John in cost.

Shelter in relation to the community. In many localities Mary and John may be able to co-operate with other families so that they can have community picnic grounds or

community parks or swimming pools. This co-operation will develop higher standards in housing and promote greater satisfactions in living.

Summary. The management of shelter will be influenced by the minimum needs, the accustomed luxuries, and the resources. The choice of shelter will be influenced by the amounts of time and energy, the mental and physical health, the changing needs of the family and the amount of entertaining.

QUESTIONS FOR CLASS DISCUSSION

1. Look in the "For Rent" column of the daily newspaper and select a home that would be suitable for Mary and John. If possible personally inspect the house or apartment which you select. Make a report on it.

2. What type of neighborhood would you select for Mary and John. Why?

3. Mary and John wish to own their own home. How much can they afford to pay? How may they finance it?

4. Why should the home owner be interested in the housing situation of his community?

5. Why is the government interested in slum clearance and the housing situation?

6. What are the advantages and disadvantages of living in the country and working in the city?

7. Give the advantages of living on a farm.

OPTIONAL GROUP REPORTS

1. Describe the various zones in a large city.

2. Describe the small town.

3. What are the ordinances in your city regarding housing?

4. Report on efforts at slum clearance in some large city.

OPTIONAL INDIVIDUAL REPORTS

1. What causes slums? Can we prevent them?

2. If possible, secure the plans from some large city for the model apartments which have been accepted by the government,

to replace the tenement houses and slums. (Cleveland, New York City, San Francisco, Chicago)

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SECTION 2

THE MANAGEMENT OF TIME AND ENERGY IN THE HOME

The homemaker's day. Surveys of work in the home show that in the average home of six rooms, which houses an average family of five, a ten-hour day is required to perform the tasks of that home. If the family lives in the country where there is little mechanical equipment, the day may be longer.

Four periods in family life. There are usually four periods in the life of the family, and the management of time and energy will be affected largely by those periods.

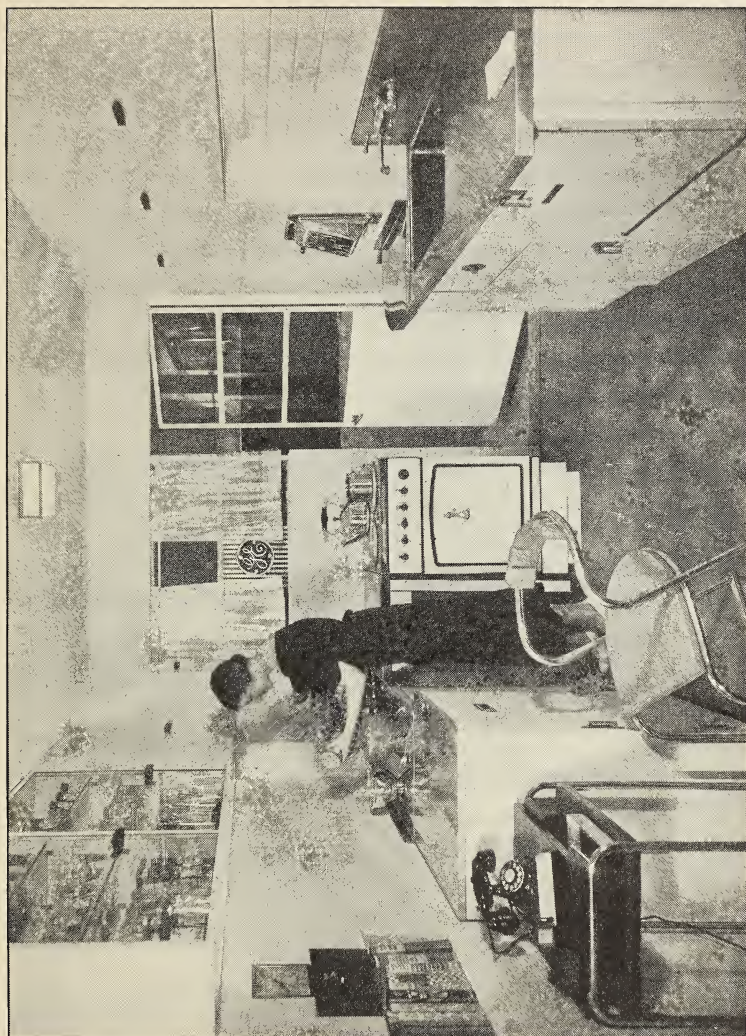
1. There is the period of the establishment of the family in which the routine work is quite simple but we need to spend more time in learning to know each other.

2. Next there follows the period of small children. This is probably the most difficult period physically.

3. The period when the children are in school offers a little more leisure to the mother, but her hours are very inelastic because she must arrange them to suit the school hours.

4. The period when the children become adults offers a simple routine. The homemaker in addition has years of training. It is in this period that she may find some of the great satisfactions of life; or she may become bored and unhappy, if she is not equipped to find these satisfactions.

Types of homemakers. Abraham Myerson in his book *The Nervous Housewife* tells us that there are different types



Courtesy of H. J. Heinz Co., Pittsburgh, Pa.

A well-planned kitchen

of women. They react differently to the daily responsibilities of management and skill.

1. It is not unusual to find the overemotional woman who allows her emotions to rule her. She may not feel like cooking, consequently she does not cook; or she may not feel like mending or doing the other necessary tasks. Her home naturally suffers from mismanagement.

2. On the other hand there is the overconscientious woman who carries on the routine work in spite of guests, illness, or interruptions. She has attempted an almost impossible task so that she becomes tired and nervous.

3. The nondomestic type of woman is unhappy in the home. She either does the work begrudging every moment it takes or she fails to do it at all.

4. The domestic type of woman usually enjoys the routine work of the home. She may or may not be a good manager.

Two problems of major importance. There are two problems of major importance which face the homemaker.

1. Economic strain faces the average woman, as there is a tendency to have the standard of living a little higher than the income.

2. There is an unavoidable strain in raising children because of the heavy work, long hours, and demands on physical strength.

Routine work. Most of us are familiar with some such routine as washing on Monday, ironing on Tuesday, mending and baking on Wednesday, sewing and calling on Thursday, cleaning on Friday, and baking on Saturday in preparation for the Sabbath. The routine work of the home falls into several classifications such as daily tasks, weekly tasks, monthly tasks, and seasonal tasks, of which canning is a good example. The daily routine goes on from day to day, but in that routine we allow time for the weekly and monthly

tasks. We may not be conscious of this routine in our mother's home. We accept it as a matter of course, but it has much to do with our health and comfort.

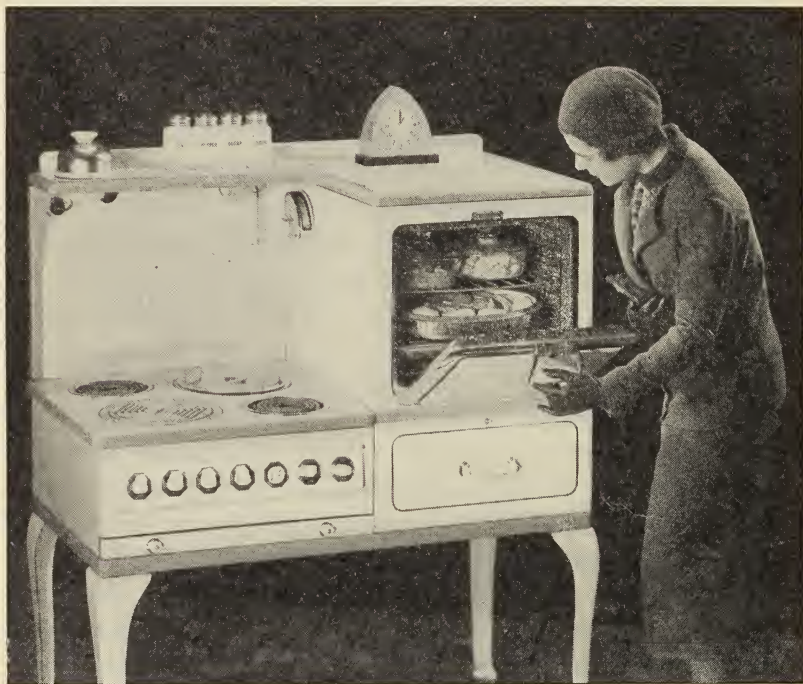
Decisions regarding routine. Even an intelligent homemaker with work well planned may find too much time and energy are being expended on these routine tasks. In that case the following questions should be answered:

1. Shall we use a commercial laundry?
2. Shall we buy an electric washing machine?
3. Shall we buy a mangle?
4. What will an electrical refrigerator be worth in time and energy? Will it save the extra cost?
5. What solution do we have for the mending? The cleaning?
6. Shall we have full-time help? Part-time?

The management of energy. The use of the hours in which we are not working has a great deal to do with the conservation of energy and the development of morale. No matter how carefully we plan our time, if we do not have energy for the necessary tasks we cannot have a well-managed home. It is very important to allow time for sleep and rest, time for eating our meals properly, and time for developing the unused muscles. Travel to and from our appointments may take a great deal of energy. Personal care requires energy but gives us a feeling of poise and satisfaction. When the child in the home is tired from too much play or lack of rest, we know that there will be tantrums or irritability. Men and women are not very different. Many of the quarrels arise from lack of reserve energy.

The management of leisure. The skills, abilities, and intelligence of Mary and John and the time John can spend at home will determine the ease with which the work is done and the leisure they will have. Mechanical conveniences and labor-saving devices may give them more time

but their use must be balanced against the cost of operation. Leisure hours are so limited that if they are not carefully planned they slip by without any constructive use. The



Courtesy of Edison General Electric Appliance Co., Inc.

An oven dinner

When the housewife finds it necessary to be away from home in the afternoon an oven dinner is a great convenience.

important thing is to make a definite plan, try it out, and perfect it. We must determine the answers to some of the following questions.

1. What type of recreation do I enjoy? Physical or mental?

2. What type of reading interests me? What do I want to know more about? History, art, music, or current events?

3. How can I best serve society? In settlement-house work, Y.W.C.A. work, club work, or civic work?

4. What are my objectives in the family council? Do I wish to know my children better? Will joining in their play help us to understand each other?

5. Is it important to allow time for growing together in our interests as husband and wife?

Many wise men and women have given much thought to the subject of leisure time. Note the following quotations:

"Men and women are the products of their leisure time."—*Theodore Roosevelt*.

"On humanity's employment of its leisure time may be said to depend the whole destiny of men."—*Maeterlinck*.

"Tell me how the people of a nation organize their leisure time and I will tell you the destiny of that nation."—*Plato*.

Summary. Management of time and energy will vary at different periods of home life. Their wise use will have an important influence on the health and happiness of the family. Ability, skills, and a regular plan make for ease. The ease with which the work is done helps determine the amount of leisure available. There must be some choice of program for leisure time in order to obtain from it the greatest satisfaction.

QUESTIONS FOR CLASS DISCUSSION

1. How much leisure will Mary have? Make a schedule of her time and responsibilities.

2. How much leisure will John have? Make a time schedule for John.

3. Plan a program for their leisure time.

4. What labor-saving devices do you recommend for Mary? Can she afford them?

5. How does the management of time and energy affect John's work? Mary's?

6. Would you suggest that Mary secure a job outside the home? Part-time? Give reasons for or against.
7. Make a list of books and magazines for Mary and John.
8. Plan their vacation.
9. Make a time and energy budget for yourself.
10. Write one hundred and fifty words about your hobby.

OPTIONAL GROUP REPORTS

1. Make a daily schedule of your activities hour by hour for a week.
2. Do the same for your father and mother as far as you can.

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. Write a paper on the adult education movement in America.
2. Name some handicrafts for high-school students and describe one in some detail.
3. Plan a program for your leisure time.

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SECTION 3

THE MANAGEMENT OF INCOME

The division of the family income. When Mary and John were over the excitement of the wedding and had actually begun housekeeping, one of the first problems they had to solve was the division of the family income. There are certain fixed costs which must be met in operating the home. Mary had been accustomed to money of her own which she spent as she wished; John had been used to having his own money for personal needs. There are several methods by which the income may be handled. Some methods have been used more successfully in the average family than others.

Factors to be considered. It seems difficult to balance our wants with our income; usually we want just a little more than we can afford. We ease our consciences by thinking that we are not extravagant and that we are reasonable in our desires. As we study the needs we see that there are three chief uses for money in the average family.

1. Building a permanent savings fund
2. Taking care of the expenditures
3. Building a reserve fund for emergencies

Just as the management of time and energy was affected by the family cycle, so the management of the income will be affected. There will be the establishment of the family, which will require an initial fund. After this we must think of the initial cost of children and the cost of their education. This is followed by a period of recovery, and then comes the retirement period when the income is again less. The

income and the management of the income will also be affected by general business conditions.

Sometimes difficulty arises because Mary and John do not like to account for their personal expenses and do not feel the same freedom as before marriage in using money for themselves.

Investigators who have made a study of our spending habits in the United States tell us that from seventy-five to eighty-five per cent of the money is spent by women. Advertising firms are aware of this and the advertisements are written to appeal to the psychology of women. Consequently the amount we are able to save depends a great deal upon the intelligence and judgment of the homemaker. Daily the homemaker is making decisions that will add to or subtract from the amount the family is able to save. There is tragedy if through ignorance she robs her family of the security of a savings fund.

The budget. There must be a plan which will take care of household expenditures, personal expenditures, savings, and emergency funds. This plan resolves itself into a budget. The object that we desire may obscure all other needs unless we look at it objectively in black and white. This is one good reason for a written budget rather than a mental budget.

Specialists in financial management of the home have agreed that household expenditures may be divided into six classes.

1. Shelter
2. Food
3. Clothing
4. Operating expenses—telephone, heat, and light
5. Advancement—education, clubs and books, music and recreation, vacation, health
6. Savings

These expenditures are more or less fixed with the exception of operating expenses and advancement. The commonly suggested percentages for the different items of the budget are as follows:

Shelter	20% of the income
Food	25% of the income
Clothing	15% of the income
Operating expenses	15% of the income
Advancement	15% of the income
Savings	10% of the income

It requires intelligence and careful weighing of values to make the accounts balance.

The expense account. The budget is of little use unless it is accompanied by the expense account, for the expense account is a daily diary which tells us whether or not we are living within our budget. Usually we do not attempt to read the story until the end of the week or month, although we keep the daily record. It is by this record that we may watch our progress and mistakes. It might be very discouraging if we did not know that many people find it difficult to live within their budget, so that if we win we have the joy of accomplishment and freedom from debt.

The simplest plan for keeping a record of our expenses is the best plan. We can choose between the card, the loose leaf, and the notebook. The only necessity is space for the different expenditures arranged in such a way that the record is easily read at the end of the week.

Savings. We may provide economic security for the present by earning an adequate income and living within it. The only way in which as individuals we can provide economic security for the future to take care of unemployment, adversity, and old age, is to save a part of today's

income. There are various ways by which the average family prepares for the "rainy day." The most common ways



Courtesy of State Bank and Trust Co., Evanston, Ill.

Opening a savings account

are: life insurance, savings deposits, real estate, and securities.

There are two ways of saving:

1. Saving by putting aside a certain amount at stated intervals.

2. Saving by contracting for a given amount and paying on that amount at stated intervals.

Persons who have made a study of savings and investments suggest that for the young couple the most desirable ways of saving are:

1. Savings deposit.
2. Life insurance.

Both husband and wife as wage earners. If both Mary and John have jobs there is still the problem of the division of the income. John's social heritage may make him feel that he wishes to support his wife and that what she earns is hers. That is unfair to both himself and Mary especially if it necessitates payment for labor or greater expense for food than if Mary remained in the home. Perhaps the happiest solution is to make a budget covering both incomes so that each will have a definite idea of where the money comes from and where it goes. Otherwise, Mary may think John is extravagant and John may have a similar opinion of Mary. Unselfishness and consideration for each other are necessary if happiness is to continue in the home. The problem becomes a challenge to our spiritual and mental resources.

The uncertain income. The most difficult budget to make is the budget for the uncertain income. The man who has started a business of his own cannot be sure of the amount of his income, while a great deal is needed to meet the overhead of business. The man who sells on a commission cannot be sure of his income. The farmer is unable to tell from month to month what his income will be. This situation requires even more careful planning, calling for the utmost intelligence and skill in management.

The personal budget of the high-school student. Our desires for beautiful things and for pleasure are very strong in the years from fourteen to twenty. Most young people are dependent upon the family income for the gratification of these desires. Do they ever seriously consider what their share of it should be? The only way in which the high-school girl or boy can have an idea of the amount of money which he needs is by a careful record of his expenses for a few weeks. He must ask himself some of the following questions:

1. What is my fair share of the family income? Can I do anything to add to it?

2. Shall my mother and father and the others in the family deprive themselves so that I may have my wishes gratified?

3. Am I able to buy my own clothes?

4. Am I able to live within my allowance?

5. Is there any way in which I can help in the management of the family income?

6. How much should I try to save from my allowance as an emergency fund or an educational fund?

7. What are some of the ways in which I can save?

8. Am I able to choose an economical, well-balanced lunch?

9. Do I know how to open a bank account? Can I manage a checking account? How much interest will I receive on my savings fund?

10. What recreation can I take that is fun and costs the least?

Summary. Specialists in financial management of the home have divided household expenditures into six classes and allotted a definite percentage of the income to each. Budgeting the income is a means of avoiding friction over expenditures and of providing greater economic security. The expense account is a daily memorandum which indicates what success is being attained. Sometimes special problems arise when both husband and wife are wage earners or when the occupation is such that the income is uncertain.

QUESTIONS FOR CLASS DISCUSSION

1. If Mary works outside the home, what adjustments must be made in the budget?

2. What plans do you suggest for keeping a record of their expenses?

3. Give reasons for a budget. Give reasons against a budget.
4. Which of the following shall Mary and John use? Wages for the wife? A household allowance? A personal allowance? A joint plan?
5. Shall Mary add her income to John's or shall she save her income and let John support her? Discuss.
6. Why is there so much trouble over the management of the income? How can it be avoided?
7. Is it cheaper to buy bread and cake or to make them at home? Canned fruit?
8. Make a personal budget covering your expenses for a year.

OPTIONAL GROUP REPORTS

1. Shall John take out insurance? How much? What type? Do you advise Mary to take out insurance?
2. What form of savings do you suggest? Why?
3. Make a plan for their economic security.
4. Report on the different forms of life insurance.

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. How much are you costing your family this year? Are you worth it?
2. Keep a record of your expenses for a year.

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SECTION 4

THE MANAGEMENT OF FOOD

Feeding the family. One of the major problems that is to be faced by Mary and John is the problem of three meals a day. The problems of deciding on their home and budgeting the income seem almost easy in comparison to the problem of serving nourishing, attractive meals. Mary certainly does not want to spend her leisure hours in cooking nor does she want to spend money that they wish to use for books, music, and recreation, in buying prepared food. She knows that the quality of the food and the manner in which it is served will largely determine the efficiency of the work done by the family as well as their health, their dispositions, and their happiness. She wishes to serve such attractive meals that John may bring home an unexpected guest if he chooses. Both Mary and John want occasionally to invite their friends for special luncheons and dinner parties. Mary decides she must plan well-balanced attractive meals that are economical in time and effort as well as money.

Food for adults. Fortunately for Mary and John, experts in nutrition have prepared patterns for their daily food needs so that they can be assured of well-balanced meals if they follow the plans. The energy requirements for the adult at medium exercise are about 2500 calories per day. The following plan will serve as a guide.

One pint of milk a day for each adult.

Whole grain cereals including breadstuffs, twice a day.
Potatoes, once a day.

Meat, fish, or meat substitutes such as cheese, eggs, dried beans or peas, once a day.

Two vegetables, besides potatoes (one a leafy vegetable), once a day.

Fruits, fresh or cooked, twice a day.

Milk should be the foundation of the diet because it furnishes more food essentials than any other food for the same amount of money. It is often called a protective food because it furnishes a safe amount of vitamin A and because it furnishes a large share of the necessary calcium. For health, one pint of milk a day is needed by the adult and one quart of milk a day by the child. Those who use more than the average amounts of dairy products in their diets actually live more cheaply than those who economize on milk and milk products. One pound of unsweetened canned milk is equivalent to one quart of whole milk.

Cereals are a cheap source of energy material and furnish a fair quality of protein. It is important to use whole grain cereals as they contain more minerals and vitamins. They can be used in many ways in breads, puddings, and in combination with meats and cheese.

Potatoes are an economical food because they are an excellent source of calcium as well as an important energy food. They are mild in flavor so that we do not easily tire of them. Because of this bland flavor they may be used in combination with more highly flavored and more expensive foods such as meat, fish, eggs, and cheese.

Meats are valuable because of flavor and character of the protein. A daily allowance of one-fourth pound per person will provide a sufficient amount.

It is much easier to plan a menu around meats than it is to plan a meatless menu because of the flavor which most people like. However it is not necessary to buy expensive cuts as cheaper cuts may be delicious if properly cooked.

Some of the tougher cuts may be ground and used in such dishes as meat loaf, meat patties, or chili con carni.

EXPENSIVE CUTS

Porterhouse
Tenderloin
Rib roast
Chops

CHEAPER CUTS

Round steak
Flank steak
Rump roasts
Chuck roasts

The brains, heart, kidneys, liver, sweetbreads, and tongue may all be used in appetizing dishes which are more economical than the expensive cuts.

Fish are valuable in the diet because of the minerals which they contain as well as the protein. Fish should be served once or twice a week.

Eggs should be supplied at least three or four times a week as the egg yolk contains vitamins A, B, and D.

Vegetables and fruits should be used freely as they supply minerals and vitamins. The leafy vegetables are particularly good sources of vitamin A. The root vegetables are inexpensive and add variety to the diet. The use of fresh fruits or raw vegetables is emphasized as vitamin C is destroyed by heat.

The fresh fruits which are in season are relatively inexpensive and should be used in preference to more expensive fruits. Some canned fruits will add variety. If the budget will not allow the use of canned fruits, dried fruits are economical and can be prepared in many delicious ways.

Marketing. Mary and John may use the following table as a guide in their food expenditures.

One-fifth, or less, for meats, fish, and eggs

One-fifth, or less, for fats, sugar, and other groceries

One-fifth, more or less, for vegetables and fruits

One-fifth, or more, for bread and cereals

One-fifth, or more, for milk and cheese

With the week's menu as a guide, one marketing trip a week may suffice for the staple purchases if there is storage space for some of the fresh fruits and vegetables; or perhaps they may have the services of a daily vegetable wagon.



Photograph by Ewing Galloway

Selecting fruit for the family

The staples should be replenished when low, as it is annoying to start the preparation for a meal and find no sugar or flour.

The emergency shelf. The emergency shelf is comparable to the emergency fund in our budget. This helps with the unexpected guest or an interrupted program. Such a shelf should contain foods from which we can prepare a well-planned meal in a limited time. It is usually wise to

have a double supply, reordering when one supply has been used.

Skill required in the selection and preparation of food. Mary will be required to make many decisions about food which require skill. How can she select juicy oranges and



Photograph by H. Armstrong Roberts

Food preparation requires skill.

grapefruit, and ripe melons? Shall she buy large, small, or medium canned peas? If she shows intelligent interest her butcher and grocer will be glad to give her helpful information. Shall she buy where the groceries will be delivered, from a chain store, or take the time to shop at various stores? Is there much difference in the various brands of package goods? Which brands are the

better flavored? Many of these questions are answered in a course on foods. She will also receive much help from the articles in current magazines and papers and from the advertisements if she reads them intelligently. It may be hard on the family when we learn by experience, but we can learn a great deal in this manner if we are eager to learn.

If the homemaker is skilled in the preparation of food, undoubtedly she will be able to save money on the food bill.

However, her greatest satisfaction will come from the ability to create from raw materials a dinner that appeals to the eye and the taste of her family. It requires imagination and an artistic sense to create from the common foodstuffs well-balanced meals that are attractive in color, flavor, and texture, and that offer sufficient variety.

Organizing the work of food preparation. It is seldom possible always to use menus others have planned, for individual needs and tastes must be taken into consideration; yet menus found in the current magazines and papers may be helpful and suggestive. In planning meals it is wise to take the day as a unit, planning the meals day by day for a week ahead. Oven meals are timesavers if there is other work that requires the homemaker's attention. Meals that are easily prepared should be chosen for days when the homemaker plans to go shopping or to a meeting. Any preparation that can be made in the morning for both the lunch and the dinner will save time, fuel, and energy. For instance, it is often possible to prepare the salad, the vegetables, and the dessert for dinner, in the morning. The refrigerator makes it possible to prepare quick breads ready for the oven.

Summary. Feeding the family so as to secure health and happiness for them and hospitality for guests is no small task. The homemaker must know what classes of foods are essential for each day's needs. She must know how to market wisely, what staples to keep on hand, and what foods to purchase fresh. She should know the difference between the cheaper and more expensive cuts of meat and how to judge fruits, vegetables, in fact, all kinds of food. She must be able to plan varied menus for the week yet be prepared to make changes caused by unexpected guests or other emergencies. She must plan her preparation for meals so as to economize fuel, time, and energy.

QUESTIONS FOR CLASS DISCUSSION

1. Plan a weekly menu for Mary and John. Make suggestions for John's lunches downtown. Give costs.
2. Mary leaves the house at 8 o'clock on Thursday and returns at 5 o'clock. Plan an oven dinner for that day.
3. Plan an emergency shelf for Mary and John.
4. Mary is expecting her sister and friend to spend the week end with them. Plan the meals for the week end so that Mary may be with her guests as much as possible.
5. Is it desirable to take meals at a restaurant occasionally? Why?
6. Plan an evening dinner for a hot summer day.
7. Describe some attractive informal ways of serving the meals.
8. Plan a picnic lunch. A school lunch.
9. Discuss a community kitchen.
10. Plan an attractive meal bought in an emergency from the delicatessen in the neighborhood.
11. Should a high-school girl go on a reducing diet?

OPTIONAL GROUP REPORTS

1. Plan a low cost diet for a family of five, consisting of two adults and three children. Three dollars has been allowed for their weekly food supply by a local social agency.
2. What types of food add quickly to the cost of the diet? What types of food are low cost foods?
3. Will Mary's management of the food in any way affect her relationships with John? Discuss.
4. Mary is away on a short visit. Plan a dinner which John could easily prepare for himself.

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. Report on a visit to a local bakery.
2. Report on a visit to a local dairy.
3. Visit a canning factory if possible.
4. Make out a marketing guide dividing it as follows: groceries, dairy products, meats, baked goods, fruits and vegetables.

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SECTION 5

THE MANAGEMENT OF CLOTHING

The clothing problem. How many dresses will Mary need? How many suits will John need? Will they need clothes suitable for home, for sports, for business, or for formal occasions? How much can they spend? Where shall they buy? When shall they buy? These are a few of the questions Mary and John must answer in studying their clothing needs. If Mary were employed, her needs would be quite different from the needs she would have if she were at home.

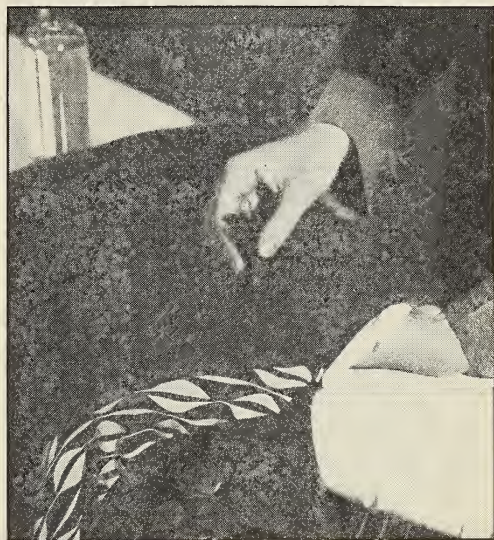
What are their resources? We might answer, the amount of money in the clothing budget, the time, the skill that Mary possesses in making clothing, and the trained judgment of both. If Mary and John are to be suitably dressed for a given amount of money, there must be a careful plan.

The clothing budget. The clothing budget represents Mary and John's plan to meet their clothing needs. In the general budget we allowed fifteen per cent of the income for clothing. Under the direction of the United States Government, a survey was made in which it was found that many families dressed comfortably and attractively on twelve and one-half per cent of the income. We can think of a clothing budget based on twelve and one-half per cent of the income as representing our minimum needs. Such a budget would require skill in selecting conservative styles, durable fabrics, and appropriate garments. The extra allowance will give some choice in the selection. Shall Mary and John divide this money evenly, or does it cost more

for a woman to dress than for a man? Some authorities claim that woman's clothing will cost just twice as much as a man's but there may be periods when John's will cost twice as much as Mary's.

In order to make a budget, it is necessary to list our needs, the amount of clothing we have on hand, and the amount we can spend for new clothing.

The selection of clothing. You may know the story of the girl who was attracted by a purple belt—undeniably a bargain. It attracted her so much that she bought it and then found to her chagrin that she had nothing with which to wear it. So she bought a blouse but that was useless without a skirt. Then she bought a skirt but it clashed with her coat. She bought a coat which looked very well with skirt and blouse but certainly did not look well with her hat. It is not necessary to finish the story as many of us have been just as thoughtless.



Courtesy of "Good Housekeeping"
Removing spots from a dress

One rule governing selection of clothing which will help both Mary and John is to choose a dominant color for the wardrobe. For instance the color might be navy blue. The wardrobe including the accessories should be built around this color, then new accessories will not be required for each

outfit. Mary may introduce complementary colors in a blouse, scarf, or collar. Or she may use some neutral shades with it such as grey or beige. If John follows this plan in selecting his wardrobe he will not need so many sweaters, shirts, and ties.

If the budget is limited, the clothing must be conservative as a dress or suit which is conservative in line and color can be worn much longer than one of striking color or daring cut. A conservative dress of good line may also be worn for many more occasions. This does not mean that Mary and John cannot have attractive clothes but it does mean that they must select their clothes intelligently.

Sometimes it is advisable to buy out-of-season clothes for the coming season. This will depend upon the management of the money but too often we are tempted to buy unsuitable clothing which we do not need because it is marked down. This error can be avoided by making a plan before we buy.

Also, there are bargain sales which are held to move stock which has not sold as well as the buyer anticipated. Since these garments are sometimes shopworn, the shopper must use her best judgment. Very low-priced garments may be so priced because of low cost labor or inferior workmanship.

The upkeep of a garment enters into the selection just as it does with the selection of an automobile. A suit for John may be a bargain in price, suitable for his work but not practical because the material does not stay pressed. A dress for Mary may be becoming, suitable, and a moderate price but the white front which is not detachable will make a larger cleaning bill.

Shall Mary buy ready-made clothes? Mary and John wish to be suitably dressed for every occasion as clothing affects their appearance and their poise. They also wish to live within their budget as extravagance in clothes would

lessen other needs and satisfactions. The skill Mary possesses in making clothing will enable them to have more clothing of a better quality. However, John may wish Mary to spend more time with him or she may have some other interest which interferes. She cannot make the decision without considering the time, the labor, the cost, the size of the budget, and her own skill in making the clothing. In the same manner John will have to make the decision in regard to ready-made or tailor-made clothing.



Courtesy of "Good Housekeeping"

So we see that Mary and John in selecting their clothes will consider the suitability, the durability, the color, design, and cost.

The care and repair of clothing. Shall Mary take care of the mending? How often must John's clothes be pressed? Shall the dry cleaning be done at home? How much will closets, drawers, hangers, shoe trees, and garment bags aid in keeping the clothing in presentable condition? These questions will aid Mary and John in making a plan for the care and repair of clothing. Again they will have to consider their resources; the time, skill, and the service available.

Summary. The clothing problem of the family may be solved by studying the needs, considering the resources,

and making a plan known as the clothing budget. In making this plan we are concerned with the following:

1. The selection of clothing, which will depend upon the suitability of the garments, the durability, the color, the design, and the cost.

2. The care and repair of clothing, which involves dry cleaning, mending, pressing, and laundering.

QUESTIONS FOR CLASS DISCUSSION

1. Visit a clothing factory if possible.

2. What clothing can Mary make which will reduce the cost of her clothing and add greatly to her satisfaction?

3. Mary is troubled with runs in stockings so that her hosiery has been costing too much. How should she select her hose? What is the difference between service weight and chiffon?

4. Will Mary save anything by making John's shirts? What price must be paid for good workmanship and material?

5. Will it pay John to buy a tailor-made suit rather than a ready-made one? How much should he allow? How many suits should he have at one time?

6. Shoes range in price from two dollars to twelve dollars or more. What price would you suggest that Mary pay? John?

7. What styles and colors are most becoming to you?

8. Why can you not make out a satisfactory clothing budget for a single year?

9. If Mary has dark hair, fair skin, and blue eyes, what color would you select as a becoming color to her? If she had red hair and brown eyes? If she had light hair, fair skin, and grey eyes?

OPTIONAL GROUP REPORTS

1. Make a clothing budget for Mary for a year.

2. Make a clothing budget for John for a year.

OPTIONAL INDIVIDUAL REPORTS

1. Plan your wardrobe for this year taking into consideration what you have. What will it cost?

2. Discuss the comparative cost of clothing for a girl and boy of high-school age.
3. Can Mary buy satisfactory garments in the department-store basement? How do they compare with higher-priced garments as to workmanship? Material? Lines?
4. Give directions for laundering rayon, silk, wool, and cotton.
5. Plan an ideal closet arrangement for Mary's clothes.

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SECTION 6

HOSPITALITY

One of the most delightful experiences Mary and John will share is that of hospitality. It is not dependent upon income, choice foods, or a beautifully furnished home for its success but it is dependent upon thoughtfulness and a gracious spirit.

Preparation. Even our routine work becomes a pleasure when we are anticipating guests. We wish to share with them our household treasures, our family interests, and our happiness. In order to enjoy our guests we like to be prepared for them so that our minds are not preoccupied with the salad or dessert or the manner of entertaining them. The guests quickly sense the atmosphere and feel welcome and at ease if the hostess has poise and tact. However, we sometimes enjoy the unexpected guests who are willing to accept us just as we are. We can make them welcome by our sincerity.

Thoughtfulness for our guest is the basis for our preparation. We attempt to remember the food he likes and the entertainment he enjoys. We are careful to make him comfortable without being too solicitous.

Manners. Our guests are not easily misled by "company manners." Our manners are habits which we have formed from childhood. They reflect our thoughts and our wishes. Consideration for others is the basis of good manners. Social customs may vary in different countries and different levels of society. Usually there is some reason for these rules of etiquette and we are more at ease if we are

familiar with them, but if we have good manners we can make others comfortable and happy wherever we are.

Mary's and John's problem. Mary and John are beginning a new adventure in friendship. Mary has her family and friends and John his family and friends but these new



Courtesy of Home Economics Department, Evanston Township High School

Making guests welcome in one's home is a gracious art.

mutual friends bring an added enrichment to their lives. If Mary and John entertain too much, the demands on time and strength and money will be great; if they entertain too little they will become selfishly absorbed in their problems and worries.

John can assist Mary greatly by his attitude towards the guests. If there is no maid, he can assist her with the actual work of entertaining. He may dislike small talk, he may

not care to play cards or he may not be interested in the guests but as a host he forgets his likes and dislikes. His chief concern is to help Mary in making their guests enjoy themselves.

Mary may not always be happy and gracious about the unexpected guests John brings home as her lack of experience makes the situation more difficult. If John wishes this privilege he and Mary should discuss ways and means of doing it.

Whom shall they entertain? How often? Shall they entertain at home or at the club or restaurant? Shall they accept invitations which they cannot return in kind? Shall they entertain business acquaintances? How much will that type of entertaining help John? These questions present themselves over and over. Mary and John must take into consideration their need for friendships and the money available for entertaining. If the income is limited the plan which they follow should be as simple as possible. Their greatest resources will be their enthusiasm, their ability to forget themselves, their sincere interest in others, and their clever ideas which may entail very little expense. The following suggestions may make you think of others which will be helpful in entertaining.

SUGGESTIONS FOR THE HOST AND HOSTESS

1. The invitation to the house guest should include definite dates so the guest may suit the convenience of the host and hostess. It is thoughtful to suggest the type of clothes needed by the guest.

2. Meals should be carefully planned so that much of the preparation may be made before the guest arrives.

3. The guest room should be as attractive as possible with an easy chair, hangers for dresses, a reading lamp, one or two current magazines, and pen and ink. There should be fresh towels on a rack in the bathroom for the guest.

4. The guest should be notified of the routine of the family so that she may know hours for the meals and the schedule for the bathroom.

5. The entertainment should be planned in reference to the guest's tastes.

6. The conversation should be of general interest as the guest is not interested in the details of the business or home life.

7. The host will accept his share of added work.

SUGGESTIONS FOR THE GUEST

1. The guest should keep her belongings in order. If there is no maid she will care for her room and assist with the work in any way that is helpful to the hostess.

2. She should comply with the routine of the house in regard to rising, meals, and bedtime.

3. She should be agreeable, interested in the family without being inquisitive, and appreciative of the courtesy which she is enjoying.

4. A bread-and-butter letter should be written within the week after her departure. Her contribution to the visit can make her a very welcome guest.

Summary. Hospitality is a means of enriching our lives and is dependent upon kindness and consideration. Too much entertaining calls upon the reserves of time, strength, and money so heavily that the nervous strain affects the disposition and health, while too little entertaining will isolate the family from its friends and cause self-pity. The amount and kind of entertaining will depend upon the personality and the resources available.

QUESTIONS FOR CLASS DISCUSSION

1. What do we mean by etiquette?

2. Make a list of questions on etiquette which you wish discussed in class.

3. What do we mean by "observing the conventions?"
4. What is the foundation of true courtesy?
5. How may we cultivate the art of conversation?
6. Name some interesting topics of conversation.
7. How should we behave in public places?
8. Plan an evening party given by Mary and John. Estimate the cost.
9. How may John most effectively assist Mary in entertaining?
10. How may guests show their appreciation of hospitality?

OPTIONAL GROUP REPORTS

1. Compare rules of etiquette in the time of George Washington with the rules of today.
2. Mary is expecting a week-end guest. What preparation shall she make for entertaining her? Give a schedule of the week end.
3. Write a bread-and-butter letter to Mary thanking her for her hospitality.

OPTIONAL INDIVIDUAL REPORTS

1. Jean has informally invited guests for two tables of bridge, in the evening. Plan the details.
2. Alice, a high-school senior, has invited her friend Bernice to spend the week end with her. Plan the week end. Write the bread-and-butter letter of Bernice to Alice.
3. Mary and John wish to entertain John's partner and his wife. They have decided on dinner at a hotel followed by the theater. Plan the party. Estimate the cost. What shall Mary wear? What shall John wear?

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UNIT FOUR
CHILD DEVELOPMENT



Photograph by National College of Education

Nursery school children at play
The "creative" interests, the painters on the left. Groups at play develop social qualities.

SECTION 1

THE NURSERY SCHOOL

John and Mary had always been more or less interested in their younger brothers and sisters, and the nieces and nephews of their own families and those of their friends. After their marriage they included in their reading magazines and books on the subject of child development, and they were surprised to find how much attention had been given to the subject in recent years and how much had been done and written about it. They became particularly interested in the work of a nursery school which they found had been established in the community to serve the double purpose of caring for children who were not old enough to go to the regular public school, even to the kindergarten, and to offer to interested parents an opportunity to get information concerning the scientific training of their own children as it had been developed by experts who have made a special study of the matter. The character of this nursery school and some of the findings of these scientific students of child development are set forth in the following pages.

The account is given in considerable detail, for, although nursery schools are relatively infrequent the number is growing rapidly, and the practices found in them serve to illustrate the principles of good management of children whether in the school or in the home.

Every family wishes to give its children sufficient happiness and correct guidance to insure the development of well-balanced, socially adjusted individuals. Mothers and fathers are not the only agencies in bringing about such

results. Other adults who have everyday relationship with the children leave their imprint upon him; child-welfare groups of city, state, and nation contribute their share; more and more we have come to believe that all environmental factors either contribute to or hinder his growth. Since the problem of child development is so far-reaching, we ask ourselves how best we may accept our partial responsibility for directing growing lives.

Direct observation of children. Along with our study of the principles which experts have contributed, it is desirable to have first-hand personal contact with growing children in their natural environment. Their likes and dislikes; their reactions to others; their needs for clothing, food, elimination, sleep, playmates; the requirements for good health and correct habit formation are best learned by personal contact and observation. Why is the two-year-old satisfied to sit for hours in the sand pile filling and refilling his sand toys? A year or two later he seeks the companionship of other children. Watch the same child a few years later still, and one of his chief delights is in fighting others. Where will his interests have turned at the adolescent age?

Child-training methods have changed with the years because of our changing conceptions of psychology. During the eighteenth century the parent-child relationship was more or less one of tolerance of children on the part of adults, and subjection of the child to parental dominance. Obedience, effected by "conquering the will of children," was demanded at all costs. Nevertheless, it is surprising how much of modern thought was expressed in the methods used by some eighteenth-century mothers. Susannah Wesley, the mother of nineteen children, of whom John Wesley was one, reveals her own methods in letters to her son with regard to child training. Read her advice concern-

ing correct habit formation, how children should be put to sleep, how much self-help may be expected in dressing, what children should be fed, and how to teach them.¹

What are nursery schools? The nursery school is a new movement in the United States which sprang up and developed rapidly during the years following the World War. It is the result, however, of educational theory developed over a period of years. Some trace back its early foundation to the infant schools of England. It has also been pointed out that the nursery-school movement "has been closely related to the mental-hygiene and child health movements, and to the widening program of home economics education."²

Nursery schools are pre-schools which supplement the home by supplying environments difficult or well-nigh impossible to secure in busy home life. They represent the latest and most effective presentation of problems of child development. They meet modern needs of the home both for the child and inquiring parents. Through them, child specialists contribute the best they have toward the parents' education.

The number of nursery schools in the United States has very greatly increased within the past three years. Sometimes we find them associated with colleges and universities, both as a means of research and as means for training students in child development. They are also connected with neighborhood clinics or with welfare organizations, and they are sometimes established solely as a means of parental education.

Theory of the nursery school. Nursery schools are not day nurseries where children are cared for while parents work. Therefore, they cannot be thought of as substitutes

¹ Gesell, Arnold, *The Guidance of Mental Growth in Infant and Child*, Chap. II, p. 17, The Macmillan Company, 1930.

² *Ibid.*, p. 112.



Photograph by National College of Education

A modern nursery school

No formality, children at play. Tables and chairs may be moved. There are places to climb and boxes for building.

for the home nor as kindergartens where a school program is carried on. Their aim, as described by Dr. Gesell is to furnish "improved conditions for the physical and mental development"¹ of the pre-school child. A nursery school consists of a group of children one and a half years to five years old, under the supervision of a staff of skilled, trained workers for a part of each day. The children are usually divided into two groups according to age. These groups may vary in number from ten to thirty.

School procedure in the way of a formal program of recitation and exercise is not the dominant feature. Instead, conditions are such that normal development occurs through correct habits of living. Turn to the visit at a nursery school and see what habits of living those small children are forming. (Page 227.) The activities and schedule of a typical nursery school are flexible except for regularity of habits with regard to meals, sleep, and rest.

How are nursery schools organized and supervised? If there is a pre-school organized in connection with a demonstration school or social center in your community, see if you can arrange for class visits to it so that you may observe the small children at first hand. Much of your study of child development may be directed by such contacts. If you find it impossible to observe children in a nursery school, choose a small member of your own family or of a relative or a child in the neighborhood, so that your direct observations may contribute to the class discussions.

Most nursery schools are directed by a staff of specialists. A physician and a nurse inspect the children daily and give semi-yearly physical examinations, weighing and measuring each child. A nutritionist plans the meals and issues the week's menu in advance so that the parents may know what nutritional provisions are made. These charts also suggest

¹ *Ibid.*, p. 107

breakfast and dinner menus. Alice's mother is consulted when the child refuses food at school, or if she displays any peculiarities as to appetite and digestion. A trained child psychologist and home visitor makes contacts with the home and interprets the emotional reactions of the child in the light of mental traits of parents and their home life. A new light is thrown on the understanding of Jane's behavior when it is found that an indulgent grandparent pets and pampers her so that she has only to cry to have her own way. Nursery-school teachers are trained graduates of child-development courses who have the ability to handle children correctly and to interpret their reactions. They hold regular conferences with the parents.

Records. Numerous records of the children are made, such as progress records of language development, musical responses, and play activities. Daily records from the home, of sleep, elimination, food eaten, emotional upsets, colds, and crying spells, are required from parents. Psychological records, health history, and experience records are kept for each child. Each nursery school has its own records, their type depending upon needs of parents and child.

Co-operation of parents. Frequent personal conferences are required. Mothers are expected to visit the groups and in many organizations are expected to enroll in parental-educational courses. Complete co-operation on the part of the parents is sought.

The "why" of nursery schools. In a final analysis, nursery schools provide numerous vital values which may be summarized thus:

1. They influence for the time being the mental, emotional, and physical health of the children.

2. They provide freedom to choose self-initiated activities. Parents often tend to keep the child dependent on themselves, thus blocking the growth of self-control.

3. Through individual and group learning they provide the best type of learning—learning by doing.

4. They provide guidance for habit formation.

5. They satisfy the child's need to learn to live with others. There is no evident teaching going on, but the social stimulus of group approval is ever present.

6. They help the parent learn how to co-operate with both child and school.

There are other less important values:

1. Nursery schools aid in happy adjustment to day school procedure which is to follow.

2. They provide a safe and suitable place where parents may leave their children under proper care.

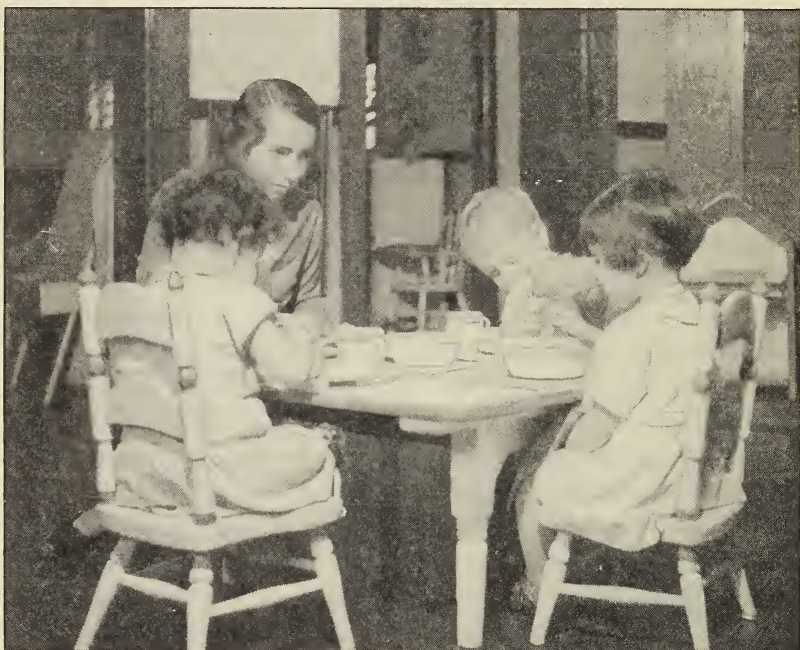
3. They supply city children with a safe place to play.

The child himself through the nursery school develops physical vigor, intellectual interests, emotional stability, and the ability to play and share with others. Especially is the latter needed if he is an only child or a member of a family in which children's ages are widely different.

A visit to a nursery school. It is about eight-thirty in the morning. As the children arrive with their parents the school physician or nurse inspects each child to see that none is ill or likely to spread any infection. Doubtful cases are isolated so that the other children are protected. Then follows a visit to the toilet where we find small stools and lavatories with low mirrors above them. Towels, washcloths, combs, and toothbrushes of a size easy for the children to handle, hang in rows. Each child's toilet equipment is separated by a space from the next child's equipment so there is no contact. An identification tag or picture is placed above every group of toilet equipment. This picture or tag is identical with the one in the locker where rubbers and outer wraps are kept.

If the weather is favorable, we may find some of the chil-

dren already playing out of doors. Sturdy Sam is trying the jungle gym and the bars, and his evident success incites others to try similar adventurous stunts. An attendant stands by quietly urging timid children to jump from box



Courtesy of National College of Education

These children are seated at furniture built to meet their physical needs.

to box or to try balancing themselves walking along the low bar. At home, four-year-old Violet's mother would have been aghast at seeing her doing such daring stunts and would have called out in a hysterical voice, "Stop that this minute, Violet! You will break your neck!"

Here comes the milkman. His horse is greeted by the children, who pluck grass for him to eat. We are told that sometimes there is a goat with a baby kid for the children to feed, sometimes a few rabbits.

At times the children make excursions to near-by points of interest observing and picking flowers or climbing logs and playing in the fields near the brook. Sometimes it is necessary to play indoors, and here we find low boxes underneath the windows, low shelves in which to store wooden trains and baby carriages and other small toys. Billy and Alice are content to play in the sandbox, sifting the sand, but Jack and Jerry are not so peaceful about sharing the train. You are no doubt surprised that the attendant does not put an end to the strife. She notices the procedure, but unless there is bodily injury she does not interfere. Why? Is it because Jerry is an only child and not required to share a toy at home? Or is it because he is a timid child who needs to learn self-defense? Betty paints near by at a low easel. The brushes are broad and have short thick handles, easily grasped by the child. Bright-colored paints are conveniently placed in tall glasses at the base of the easel, and her artistic nature has a chance to create. We are told that occasionally rare talent is discovered in a child.

Here is a mother guinea pig in a large cage, and Jane is feeding her and stroking the baby's fur; over there is a bowl of goldfish, and hanging in the sunny window a canary; pots of red geraniums are on the window seat; and little gardens planted by the children are growing in shallow wooden boxes.

Notice the children removing their wraps as they come in from play. Troublesome buttons and rubbers or zippers in play suits make some help necessary, but judicious praise develops confidence and often serves as a stimulus to try a little harder. Self-help is the first aim, and although it may require ten minutes for Johnnie to remove his wraps, gentle urging and recalling the task at hand help him to finish the job, and he hangs his wraps on the hook marked as his.

Perhaps you are surprised at the children's clothes. They

are wearing short-sleeved cotton wash garments and half socks, even though there is snow outside. The temperature in the room, however, is summer heat, and such play clothes are sufficient. The outer wraps are warm and snug about neck, wrists, and ankles, and there are warm helmets and mittens and rubbers if the weather demands. As you observe them, see if their clothes comply with the standards set up on pages 249-251.

Another toilet period follows the hour of play. Although a nursery school is flexible in its procedure, elimination, rest periods, and meals are always regular. They are fundamentals of good health habits.

About 10 o'clock or earlier orange juice may be served at low, brightly painted tables. The children often serve the food at this midmorning meal or help by spreading the doilies. As they gather again in the playroom the attendant seated near by uses picture books or simple word stories to draw the children into an interested group. Or seated at the piano she plays music suited to the needs and interests of the children. No one requires the children to co-operate, but their social natures and interests are developed voluntarily through curiosity and the desire for group approval and companionship.

We find some children need rest, and so they relax on rugs or pads in an adjoining room for from three to fifteen minutes. This is often followed by outdoor play until lunch time.

Beginning at eleven-thirty the children prepare for dinner, first going to the toilet, and then washing hands and face and combing hair. Watch Alice standing before the mirror as she vigorously scrubs her face or endeavors to comb her hair. How she beams with delight over her accomplishments even though the part in her hair is crooked and there is a darker fringe of color at the outer edge of her face!

The opportunity to assist in serving lunch is given to those children who have finished earliest with their toilet. Betty cautiously carries a small tray of soup bowls across the floor and places them on tables. What matter if they spill, for Betty is learning much about muscle co-ordination. Billy, too, decides that he would like to help, and the silver and napkins are given him to place. An adult helps him the first time so he may know how to set the table. Who ever heard of a four-year-old tot pouring milk, but there is one filling the cups. And what a clamor of voices when several beg the privilege of striking the gong to announce dinner!



Photograph by National College of Education

This boy is helping by serving at lunch time.

At each table one usually sees three children and an adult. The furniture is built to meet the physical needs of the child so that his feet touch the floor and his hands rest easily upon the table. Notice Edna using her napkin like a grown-up. Who could be a problem case over eating spinach or

creamed liver when all about him he sees his playmates relishing such foods? On page 242 are suggested menus for pre-school children. See if they fulfill the requirements for growth and health as set forth on pages 234-241.

Behold Johnny thoroughly enjoying his dinner. We are told that at one time he was so unsocial or timid that he refused to join the group at table. Later, it was found that his mother was in the habit of begging him to come to dinner. At the nursery school he was permitted to stand watching the others and was not forced to co-operate. After a few such experiences he decided to do as his associates did and joined the group quietly.

Dinner is followed by a toilet period and the long nap of the day. Outer garments and shoes are removed. Self-help again is stressed. Small cots are set up. Pads, blankets, and sheets individually marked are brought out, and each child takes it as a matter of course that he lie down to relax and sleep. An attendant sits in the room to see that no child disturbs another.

Nap time is followed by dressing, putting on wraps, and by a short play period. A glass of milk and a graham cracker are usually served to all children before they start their play. The day is usually finished at three o'clock, and the children are called for.

Summary. Experience shows that the recently developed nursery school is a worth-while organization contributing much to our knowledge of the development of small children of pre-school age. Such schools are not established to reduce the responsibility of parents but rather to make parents more aware of the problems that arise with growing and developing children and through adult education to help those parents solve their problems. Our study of nursery schools and their methods gives us a better understanding of the principles of child training and growth.

QUESTIONS FOR CLASS DISCUSSION

1. Why is there increased interest in child development?
2. What agencies in your community are attempting to better the conditions of childhood?
3. Contrast the aims of kindergarten and nursery school. (Gesell, Arnold, *Guidance of Mental Growth in Infant and Child*, Chaps. VI and VII)

OPTIONAL GROUP REPORTS

1. Make a detailed study and investigation of some of the community agencies that are aimed at child welfare.
2. Working in groups or small committees make detailed studies of child life through direct observation. Suggested observations: play, speech, and habit formation.

INDIVIDUAL WRITTEN REPORTS

1. For a more detailed intimate picture of a nursery school in operation consult: *Curriculum Records of the Children's School*, published by National College of Education, Evanston, Illinois, or Davis, M. D., Hansen, R., *Nursery Schools*, Bulletin No. 9, Price 15 cents.
2. What are the State and Federal government doing for child welfare? Write to these agencies and inquire: Children's Bureau, U. S. Department of Labor, Washington, D. C. and Bureau of Home Economics, U. S. Department of Agriculture, Washington, D. C.

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SECTION 2

PHYSICAL WELFARE OF THE CHILD

How does proper food contribute to wholesome child development? A famous nutritionist has said that "one year of correct feeding at the beginning of life is more important than ten after forty!"¹ It is the same principle an architect recognizes when he builds a skyscraper that must stand the storms of many years. He uses the best steel and cement and combines them in the strongest structure he can erect. Anticipating the addition of future stories he may build stronger than present needs demand. In the same way, those responsible for a child's food are building his future and much of his happiness.

Food fundamentals for children. Foods are classified as:

1. Growth or building foods, which are rich in protein, such as cheese, eggs, fish, meats, milk, dry vegetables, and nuts. They are called growth foods because they build new tissues and keep the body in repair.

2. Fuel foods, which supply heat and energy and are rich in starch, sugar or fat, such as cereals, cream, butter, oils, sugar, and dried vegetables.

3. Regulating and stimulating foods, which aid in keeping the body well regulated and in good running order. They are the bulk foods and those that contain laxative material, minerals, and vitamins. Among the minerals are calcium, phosphorus, copper, and iron, each playing an important rôle in our physical welfare. Calcium aids in building teeth and bones that are sturdy and straight. Milk is so rich in

¹ Rose, Mary Swartz, *Feeding the Family*, p. 132, The Macmillan Company.

calcium that one-half cup of milk will supply 43 per cent of the child's daily requirement of calcium. That alone is sufficient to recommend it as an important item in a child's diet. Most food specialists state that a quart of milk per day is desirable for every child. Oysters, cauliflower, lettuce, spinach, and oranges are also rich in calcium.

Phosphorus is indispensable as an aid to cell formation of muscle tissue. It likewise aids in fixing calcium in the bones. One needs the other to do its job well. Again we find milk a valuable source of phosphorus, although it is not so rich in phosphorus as in calcium. Fish, green vegetables, and whole grains are also rich in phosphorus.

Iron stimulates vital processes in the body and carries oxygen in the blood. It acts as a safeguard against anemia, which is a condition in which there is a lack of red corpuscles in the blood stream. Iron needs the help of copper for fixation in the body. Iron is found in abundance in all green vegetables, spinach in particular, dried beans, egg yolks, whole grain cereals, liver, oysters, and beef. Copper is likewise found in dried beans, whole grain cereals, liver, and nuts.

Minerals are not the only important substances in these foods, which are known as regulators and stimulators. Within recent years a class of vital substances called vitamins has been discovered by food scientists.

Vitamins. Mary Swartz Rose defines vitamins as "minute quantities of substances, which are to the human machine what the ignition spark is to the automobile." They are stimulators and protectors.

Vitamin A. Vitamin A stimulates normal growth. Lack of this vitamin produces a certain eye disease, sometimes called conjunctivitis, which, if not corrected, may result in blindness. Where sufficient vitamin A is included in the diet, children are less susceptible to colds and other infectious diseases.

It is easily seen why milk is such an important addition to the child's diet, when we realize that milk, butter, and cream are excellent sources of vitamin A. This vitamin is found also in abundance in green-leafed vegetables such as spinach, leaf lettuce, and string beans; in cod-liver oil and yellow foods such as raw carrots, egg yolk, and oranges.

Vitamin B. This vitamin affects one's disposition in many ways. Lack of it leads to failure of digestion and absorption and causes one to lose appetite and body weight. Therefore it is evident that vitamin B plays an important rôle in building general good health and promoting growth. We find it abundant in milk, whole grain cereals, and most fresh vegetables and fruits. See the table on page 238 for the sources. One cannot get too much of it.

Vitamin C. Scurvy, a nutritional disease, is caused by the lack of vitamin C in the diet. Recently a woman consulted her doctor about a rash which had broken out in the roof of her mouth. Upon investigation of other symptoms and upon questioning the patient he found she was excluding all fruits and fresh vegetables from her diet. As soon as she included these foods, she recovered. Rheumatic pains, weakness, a sallow muddy complexion, poor teeth, and diseased gums are other results of a deficiency of vitamin C.

As we see in the table, citrus fruits and certain fresh vegetables such as tomatoes, lettuce, raw cabbage, and carrots are valuable sources of vitamin C. This is one of the most difficult vitamins to supply in sufficient quantities because it is destroyed by heat.

Vitamin D. Have you ever seen a bow-legged baby? That child may be suffering now or has in the past suffered from a deficiency of vitamin D, which aids in calcium fixation. This disease is called rickets. There are other symptoms, however. See if you are able to tell a rachitic child. He is generally restless and irritable, has a so-called pigeon

breast because the chest bones do not form properly, a distended abdomen, decayed teeth, and may have frequent colds.

One's body can manufacture vitamin D in the presence of direct sunlight, but unfortunately many have not the time or opportunity to get this sunlight, therefore, it must be supplied by halibut- or cod-liver oil. In the summer those living near beaches vie with one another to see who can acquire the best coat of tan. It is a health-giving pastime if properly regulated. Have you ever known mothers who protected their babies against the sun's rays and preferred pale babies? Have you also known mothers who have gone to the extreme in giving their babies sun baths? Pediatricians urge caution in the use of the sun bath because of the sensitivity of the skin and eyes and possible resultant ill effects, but they advise moderate sun bathing as an aid in the development of strong, healthy bodies.

Nutrition experts have discovered other vitamins of value



Courtesy of U. S. Bureau of Home Economics

The right foods are important for the growing child.

for growth, but so far they have not proved as necessary for small children as vitamins A, B, C, and D.

VITAMINS LISTED ACCORDING TO THEIR IMPORTANCE IN 100
CALORIE PORTIONS IN COMMON FOODS ¹

A		B		C		D	
Butter	xxx	Asparagus	xx	Apples	xx	Cod-liver	
Cheese	xxx	Cabbage	xx	Bananas	xx	oil	xxx
Ice cream	xxx	Cauliflower	xx	Grapefruit	xxx	Egg yolk	xx
Whole		Celery	xx	Lemons	xxx	Liver	xx
milk	xxx	Corn	xx	Oranges	xxx	Butter	x
Egg yolk	xxx	Dried beans	xx	Peaches	xx	Whole	
Carrots,		Lentils	xx	Pineapple	xx	milk	x
raw	xxx	Lettuce	xx	Straw-			
Lettuce,		Onions	xx	berries	xxx		
green	xxx	Peas	xx	Cabbage,			
Spinach	xxx	Potatoes	xx	raw	xxx		
String		Spinach	xx	Carrots,			
beans	xxx	String		raw	xx		
Liver	xxx	beans	xx	Lettuce	xxx		
Peas	xx	Tomatoes	xx	Radishes	xx		
Squash	xx	Brown rice	xx	Tomatoes	xxx		
Sweet		Oatmeal	xx	Turnips,			
potatoes	xx	Whole		raw	xx		
Tomatoes	xx	wheat	xx				
Canta-		Milk	xx				
loupe	xx	Canta-					
Oranges	xx	loupes	xx				
Pineapple	xx	Oranges	xx				
Prunes,		Pineapple	xx				
dried	xx	Prunes,					
		dried	xx				

xxx means an excellent source.

xx means a good source.

x the vitamin may be found but not in large quantities.

What foods are most important for the growing child?
Of prime importance is a sufficient daily supply of milk. You have often heard that milk is the most nearly perfect food. Why is it so important? An adequate diet may be

¹ Compiled from Rose, M. S., *The Foundations of Nutrition*, The Macmillan Company, 1929.

built on it as a foundation because it supplies sufficient protein, calcium, phosphorus, vitamin A, and some vitamin B and D. The daily quart may be taken in cooked foods and as a beverage.

It is obvious that the growing child needs additional foods. Whole grain cereals are first added as a gruel, then they are served with milk. Cereals are easily digested, are rich in iron and phosphorus, and, because of their bulk, they serve as regulating foods.

Early in the infant's feeding, milk is supplemented with egg because of its richness in iron. Only the yolk is used at first. Later the child needs eggs several times a week. They may be poached, coddled, or boiled, but not fried. Frying an egg coats the valuable nourishment with grease which makes the egg more or less indigestible. Eggs may be served in custards, or puddings; they may be creamed or mixed with vegetables.

Fruits are valuable sources of vitamin C, the vitamin so hard to supply. Fruits also aid as a laxative because of their cellulose. They are served at first as juices. For babies, fruit is generally preferred cooked. Bananas are one exception; when thoroughly ripe they may be served raw.

Vegetables, both green and yellow, supply mineral and vitamins. When cooked they are first served mashed or in purée. A certain amount of raw vegetable is desirable for children so it is sometimes chopped fine and used as a sandwich filling. Raw salad greens, cabbage, and carrots shredded or grated may be used in sandwiches. Vegetable soups supply an additional way to use milk.

Children should eat only whole wheat bread. Whole cereal products contain more iron vitamins and roughage than those which are highly milled. Hard dry bread toasted supplies an excellent exercising food. It stimulates both circulation and chewing.

Meat must never be allowed to crowd out vegetables and milk in the diet; never serve more than one-half ounce daily to a child of pre-school age. Liver only is permitted at first. Liver has been shown to stimulate the appetite. To include it in the diet once a week is usually sufficient. Later, bacon, chicken, lamb, and fish in small amounts may be added. Meat is also considered too poor in growth-promoting values to be very prominent in the child's diet.

Only the simple desserts are desirable for small children. Custard, junket, gelatin, cornstarch, and tapioca desserts may be used, but not very sweet or highly seasoned foods. Children develop an abnormal desire for sweets when permitted too much sugar. It satisfies too quickly, and in quantities irritates the lining of the digestive tract. The daily supply of milk contains over an ounce of sugar; no more is needed. It is readily seen why cakes, pie, and other elaborate desserts are undesirable.

Very little butter is needed: never more than a teaspoonful a day should be allowed. The child usually has all the supplementary fat needed in a daily supply of whole milk. In cloudy, winter weather halibut- or cod-liver oil in limited amounts may be served for its vitamin A and D content. Fat digests slowly, and only a limited amount is needed for small children. Rich gravies are, of course, on the non-desirable list, as are fried foods, highly seasoned foods, tea, and coffee.

FOOD PATTERNS FOR MEAL PLANNING FOR THE PRE-SCHOOL CHILD

Breakfast

Milk

Cooked cereal or

Egg

Cooked fruit (raw occasionally)

Dry bread or toast

Midmorning or midafternoon lunch (nearer nine o'clock than ten)

Orange juice, or
 Tomato juice
 Cod-liver oil in winter, 1 teaspoon

Dinner (noon)

Soup
 Two vegetables (one uncooked) or
 One vegetable and small serving of meat (limited choice) or
 cottage cheese
 Milk
 Simple dessert (egg, milk, or fruit combinations)
 Dry bread, 1 slice (may be served as minced raw vegetable
 sandwich)
 Butter, one-half teaspoon

Supper

Soup or cooked cereal or milk toast
 Milk
 Toast or dry bread
 Butter, $\frac{1}{4}$ to $\frac{1}{2}$ teaspoon
 Simple dessert

DISTRIBUTION OF CALORIES FOR WELL-BALANCED DIETS OF
 CHILDREN FROM THREE TO FIVE YEARS OF AGE ¹
 (Per cent of total calories for each age)

CLASS OF FOOD	THREE YEAR	FOUR YEAR	FIVE YEAR	RANGE
I. Food from ce- real grain (in- cluding bread)	22	23	24	20-25
II. Milk	55	50	45	45-55
III. Vegetables and fruit	13	14	15	10-18
IV. Butter	5	7		3-8
V. Sugar	1	2		0-5
VI. Egg yolk	4	4		3-6

¹ Rose, Mary S., *Foundations of Nutrition*, p. 407, The Macmillan Company, 1929.

SOME TYPICAL NURSERY-SCHOOL MENUS ¹

<i>Date</i>	<i>Breakfast *</i>	<i>Dinner **</i>	<i>Supper</i>
May 31	Orange juice Wheatena with milk Buttered toast Milk to drink	Cream dried beef Brown rice Beets Lettuce Toast, milk Cabbage sandwich Strawberry custard	Baked potato Sliced tomatoes Hard cookies Milk to drink
June 1	Apple sauce Oatmeal with milk Buttered toast Milk to drink	Scrambled eggs Mashed potato Creamed asparagus Toast, milk Bacon sandwich Fruit cup	Buttered carrots Bread and butter Junket Milk to drink
June 2	Orange juice Ralston's with milk Buttered toast Milk to drink	Liver and potato Spinach Carrot strips Toast, milk Lettuce sandwich Chocolate pudding	Puffed wheat and milk Sliced banana Graham crackers Milk to drink
June 3	Prunes Mead's cereal with milk Buttered toast Milk to drink	Creamed halibut Stewed tomatoes Peas Toast, milk Peanut butter sandwich Fruit gelatin	Poached egg Lettuce leaves Toast Rice pudding Milk to drink

* One-fourth cup of orange or tomato juice.

** 1 tsp. cod liver oil.

General suggestions for week end. Wherever possible maintain the same routine over the holidays and on Saturday and Sunday as through the week. Continue to give the main meal of the day at noon, supplemented by a light supper. Avoid all between-meal feeding. Candy, sweet cakes, and rich foods have no place in the child's diet at any time. Many disturbing adjustments and digestive upsets can be eliminated if the regular routine is carried through seven days of the week.

¹ Temple University Nursery School, Menus for May 31-June 3, 1932.

Suggested menu for the week end. To insure the child against digestive upsets the nutritionist makes suggestions for balanced meals.—*Author's note.*

Orange juice	1 egg or 2 tbsp.	Creamed vegetable
Hot cereal with milk	finely cut meat or fowl	soup or cooked cereal with milk
Toast, milk	1 other vegetable	or milk toast
Milk to drink	(preferably green)	Stewed fruit
	Potatoes	Milk to drink
	Whole wheat bread sandwich	
	Simple dessert	
	Milk to drink	

Eating habits. How does a child acquire faulty eating habits? If adults would be satisfied with the quiet acquiescence of the child at meals and exhibit the same matter-of-fact composure, many undesirable eating habits would never be formed. Father grumbles over spinach and adoring Sonny likewise refuses to eat spinach. Constant "don'ts" at the table build up resistance from the child. Being oversolicitous may result in continued seeking of attention. One such case was noted in our nursery school visit when the child refused to eat at mealtime. He had been the object of an oversolicitous mother at home, who told all her friends about the child's refusals. When staging a scene at mealtime at home he was sure of an audience, but having no audience at school he lost interest in such scenes. Adults often habituate children to dislike foods by chance remarks. Helen, aged four, was shopping with her mother at the grocery. Helen exploringly handled some attractive peppers within reach and her mother reprimanded her with the remark, "Don't touch the peppers." Helen thought her mother said: "Don't touch the leopards;" and for a long time refused to taste peppers. By this chance remark, fear of leopards had been associated with peppers in the child's mind.

The child who has succeeded in eating a disliked food is

rewarded by a quiet commendation of approval such as "Good boy, John" or "It was good after all." Paying a child to eat by offering candy or promising to buy a cherished toy is basically wrong and tends to establish poor habits and attitudes toward eating. To meet the refusal of a food with the remark, "Eat it because it is good for you," means nothing to the child. That is an adult reason. An object lesson in the feeding of animal pets is sometimes advisable and effective as an incentive for adding new food in the child's diet. To eat a certain food because "Mother wants Betty to" is not the best motive. Rather eat it because Betty will grow larger and stronger.

Illness may affect a child's reaction to foods. A baby who had been trained to drink his milk from a cup refused to do so after returning from an illness in the hospital. Martha turned against orange juice because castor oil had been served with it. One child associated custard with measles and ate no more custard until ten years had gone by and she had learned to make custards in school.

Setting a good example in correct table manners is effective in training the small child. If napkins and correct silver are always present at the table, with judicious encouragement children soon learn their correct use by imitation. However, let big brother stuff his mouth too full and attempt to talk at the same time, small brother will do the same. Self-help is of paramount importance if the child is to develop self-control and independence. What matters it should some milk be spilled from the pitcher, if in pouring, Mary is learning to co-ordinate muscles and be independent of adult help?

Certain conditions make the job of eating much more enjoyable for the child. His table and chair must be of the correct height and size so that his feet rest securely and his hands or arms reach his food easily. The family dictionary placed for him on an adult chair is uncomfortable. His

feet dangle and go to sleep, and as a result he exhibits an irritable disposition at table. If his arms have to reach too high, his shoulders and arms grow tired and again an emotional upset may occur.

Large servings on a plate may appall the child. Start with a small serving and renew two or three times rather than present him with one large serving that requires "stuffing" and may develop either a dislike for eating or a possible emotional display or even nausea.

Attractive china, food placed in separate spots and not at all "messed up," and Japanese crepe tablecloths in attractive colors will add to the joy of eating. Crepe tablecloths may be laundered after meals and require no ironing, hence are always fresh and dainty.

Unfortunately a small child may experience emotional upsets at or near the mealtime. It would be undesirable to have him associate so important a function as eating with any unpleasantness. So it is wise for adults to change his environment. Move the small table from the dining room into the kitchen or place it before the living room fireplace or on the porch. A change of dishes or the color of his tablecloth will supply variety.

A child gains much from adult companionship. Mother or older sister or brother may have the midday meal or dinner with him at his own table and he will profit, by imitation, from their table manners. Often his evening meal is eaten alone because his bedtime is earlier than that of older members of his family.

To summarize:¹

1. Begin training early.
2. Set a good example.
3. Never talk about your own dislikes.
4. Develop a right attitude in the child's mind.

¹ Adapted from an article in *Hygeia*, March, 1924, by Lydia J. Roberts.

5. Serve really good, well-cooked food.
6. Keep the diet simple with few sweets and fats.
(Great variety is not needed.)
7. If necessary, use authority, but be quiet, not nagging.
(A clean plate before dessert is the slogan.)
8. Be regular in serving meals.

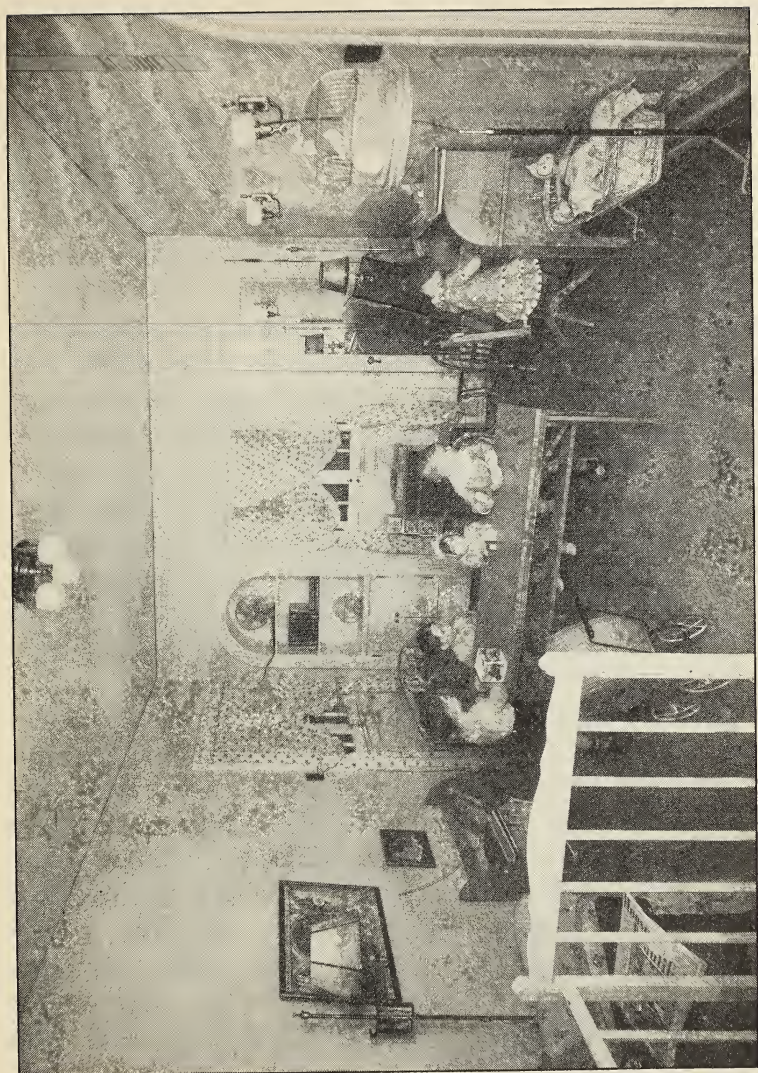
Children's sleep habits. The normal active child sleeps soundly, but there are certain disturbances which may break this habit. Correct going-to-sleep habits are as desirable as other correct habits of living.

Mary is recovering from a long illness where anxious parents have hovered solicitously over her bedside. Is she not likely to feel that this new solicitude should be continued after she is well? Or she may have learned that a bit of fretting now brings previously refused favors because "Baby is sick." Is it possible to correct such a habit?

Tommy is restless and irritable when he goes to bed. Is the bed clothing too heavy or too warm? Do his sleeping garments bind sensitive flesh and produce irritation? Is the room well ventilated?

Betty Lou has been trained to the habit of bedtime stories. Often they stimulate her too much instead of soothing her into sleep. Is it advisable for a child's sleep to be dependent upon the attention of an adult's time through stories and lullabies? Children should be trained to put themselves to sleep. The resulting independence gained is of value to both adult and child.

One mother tiptoes about the house for fear of waking the child, thereby training him to be unduly sensitive. Later, conditions may of necessity be changed. It is well never to awaken a child out of a sound sleep unless he has been sleeping unduly long in a daytime nap and the result might be a restless night. If you must wake him, do it gently.



Courtesy of Better Homes in America

Child's own room and toys

Jerry has been punished often by being put to bed. The bedroom itself has become associated with displeasure until he revolts at its restraints. Another means of punishment might well have been chosen.

Older brother delights in frightening Peggy by jumping out from under the bed and booing at her. Adults too often condition a child to fear quite needlessly when they foolishly suggest a bogey man in the dark. What should one do if fear has become connected with Peggy's sleeping habits?

Father says it is cruel to compel Junior to go to bed at seven o'clock. The boy, therefore, shows even more dislike at being compelled to leave the pleasures of the adult circle. Shall Junior be spanked and carried off kicking and squirming to bed? Tantrums sometimes succeed as a means of escaping bedtime, as many children learn.

Only on days when Mrs. Smith wishes to attend an evening moving-picture show does she put Bobby, aged four, to bed for a long afternoon nap so she may take him with her to the show. To quote Mrs. Smith, "I don't believe in depriving myself of a good time just because Bobby's sleep should be regular." What habit is Bobby forming?

Conditions that favor sleep. Perhaps of prime importance is the child's bed. It should have a firm mattress, light but warm covers, and no pillow. He should sleep alone and preferably in his own room. No artificial light in the room is needed. The child should learn that bed is a place to relax and rest, not a place to play or be amused. The room should be cool and sufficiently ventilated. Remember that a child of six needs twice as much oxygen for his weight as does an adult. Encourage him to put himself to bed when gently reminded "time for bed." Likewise encourage him to waken in a happy mood. One may wisely praise him for it.

How much sleep? Usually a child's sleep is distributed in daytime naps and night sleep. The time may vary, but it

is agreed that an established schedule is desirable. Note the habits of one or more small children. See if their total sleep time corresponds to the following chart:

AGE	HOURS OF SLEEP
1-2	12-20
2-3	12-18
3-4	12-16
4-5	11-15
5-6	11-14

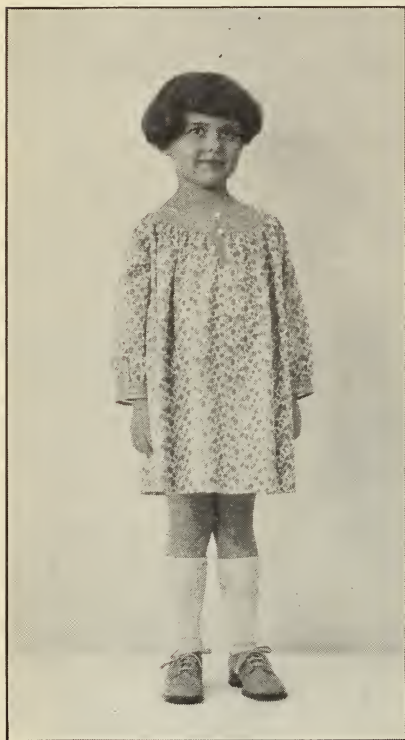
Children's clothing. Perhaps you were surprised on your visit to the nursery school to see how the children were dressed. Although there was snow out-of-doors, all these children were dressed in light-weight suits and dresses with short sleeves and half socks. Upon questioning, you were told that since the rooms were kept at summer heat, clothing of summer weight was sufficient. However, outer wraps were warm. One-piece play suits, helmet caps, woolen mittens, and high galoshes protected the children from snow and cold.



Courtesy of U. S. Bureau of Home Economics

Easily fastened clothing with plenty of room

You may have noticed how snugly the coat collar and helmet fitted together at the back of the neck so the cold wind was kept out. What styles were prevalent? You found simple garments, supplying fullness to provide freedom of



Courtesy of U. S. Bureau of Home Economics

A simple but attractive wash dress

movement, and having large armholes, sleeves above the elbow, no tight bands, and a sufficiently large neckline. The small lads wore trousers of knee length, with enough room in the seat to afford comfort in sitting and playing.

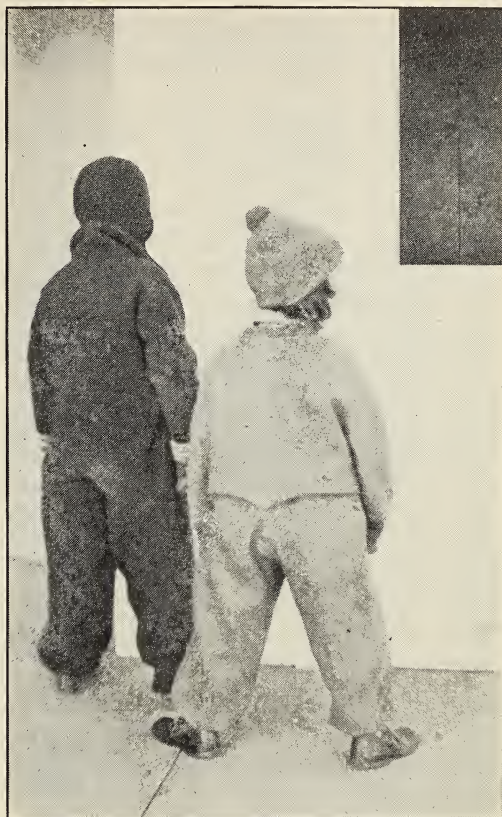
Garments made of percale, gingham, poplin, broadcloth, or cotton prints may be so simply constructed that, opening all the way down and having stitched bands or collars sewed down, they may save much time and energy for busy mothers in the laundering. Shoes of soft flexible leather with a straight inner line should be selected. They should be one inch longer and one-

fourth inch wider than the child's foot. Round garters interfere with complete circulation. If garters, suspended from underwaists, are too short, they are uncomfortable and make for faulty posture.

Dressing habits. Most small children will take delight in dressing themselves if they are permitted to do so. The

doing may take more time than an adult wishes to spend in waiting, but he should remember that experimentation is a means of learning. Just the right amount of help at the critical moment will aid in giving the child satisfaction. Express adult confidence and add praise for mastering stubborn buttons, and the trick is usually done. He cannot be expected to do it all suddenly. The learning is gradual. Some details in construction of clothing help in the mastery of dressing. Zipper closings are much easier to fasten if they are down the front of play suits instead of on the side of the leg. The fewer

and larger the buttons, the better, if placed near the front; it is difficult for the child to reach around to the side to fasten buttons. Use loop fastenings. The child often dislikes to pull a sweater or play garment over his head. Shoes and rubbers are the last to be mastered because they



Courtesy of Mary Merritt, Temple University, Philadelphia, Pa.

Play suits

Plenty of room to grow in, and freedom for play

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OF ALBERTA

are hard to put on. Undressing is easier than dressing. It is much easier for a child to dress himself if there is a difference between the front and back of the garment so that mistakes are next to impossible. By the age of four a child should find it easy to dress himself if he has been correctly encouraged.

Adults about the child tend to influence him in forming correct or incorrect habits of caring for his own clothes. Provide him with shelves and hooks low enough for him to reach, and he will soon learn to take care of his clothing.

The value of play in the child's life. Do you remember the children at play when we made our nursery-school visit? One chap was balancing himself on the low bars. At first someone helped him, but as he gained confidence he did it alone. Another was climbing the jungle gym; another trying out the slide. Jane hesitated and whimpered for help in stepping from one large packing box to another. Jean found it a big thrill to climb up on the window seat and jump off. They were experimenting! Susan pulled the cart while Jane rode. Co-operation! Billy sat down at the toy piano to play, and Jack upon hearing the music decided the piano was just what he wanted. There followed a struggle accompanied by tears. The attendant intervened to explain that the rights of others must be observed. Jack was distracted with another interesting toy. Adjustment to others!

Through play the child learns:

1. To explore the world about him. He is constantly investigating and getting acquainted.

2. To use objects about him; as we say, he learns to manipulate.

3. To manage his own body; gaining in muscular control and co-ordination through climbing and balancing.

4. To use his environment thus aiding in the development

of his imagination. One child at the nursery school pointed out each detail in a picture she had created. It had meaning to her.

5. To be alert to things about him and to think.

6. To be busy, active, and interested.

7. To be a social being.

8. To acquire correct habits of living with his fellows.

How to direct a child's play. Adults are often called upon to supervise the play of a child, and the environment and experiences they provide affect his development for good or ill.

Environment and experience are directly dependent upon each other and of necessity should be carefully planned to aid in the wholesome development of the child. The independent, co-operative, and emotionally stable child is as much a result of environment and worth-while experience as he is of heredity. To become alert to your own handling of the child the following suggestions may be of service:

Do you amuse a child by entertaining him or do you suggest ways of playing that he may learn, and allow him to initiate? Mere entertainment is passive, not active.



Photograph by H. Armstrong Roberts

Co-operation in play

Do you provide him with toys with which he can work: blocks with which to build, shovels with which to dig, and paints and crayons to use in drawing?

Do you help him to develop his imagination by providing materials such as picture books or toys which aid in his imaginative games?

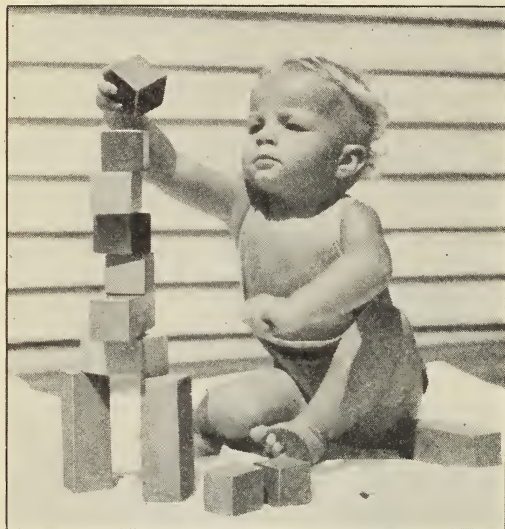


Photo by Doris Day

Concentration in play

Such concentration in play is valuable as a means of mental development.

Do you help the older child grow sturdy by providing him with outdoor toys—a tricycle, a seesaw, jungle gym or slide in the back yard?

Do you teach him to co-operate with others by playing peaceably with the children of his own age? Playmates are valuable. (See p. 260.)

Do you expect him to clear away the spoils of play or are you doing it for him?

Do you show appreciation of his work? Although the results may be ludicrous to you they show the working of a fertile, immature imagination on his part. Ridicule might cause him never to try again.

Do you help him see possibilities of play in common objects about him? Some children are happier with a few pans, broken dishes, and sand than others who have the most elaborate outlay of electric trains and other mechan-

ical toys. Do you respect his play? Do you interrupt only when there is need? Have you thought that his concentration might be as important as yours?

Levels of child interest vary with his maturity. Compare a child of two with one of four so that you may observe their play interests.

Play for the child of one to two:

Absorbed by the simple things near and about him, he plays with his hands and toes. After he learns to get about, he explores and investigates everything at hand. This is the time when the kitchen cupboard is a treasure trove of attractive things. Soon he finds out how he can exercise and manipulate his body.

Suggested toys: large colored wooden beads securely strung, floating bath toys, spools on a string, kitchen utensils, boxes, rattles, and soft washable dolls or animals.

Play for the child of two to three:

He is still exploring an enlarged world. He begins building his blocks with a purpose. He begins experimenting in new ways of doing things. He is likely to imitate another in what he is doing. His interest span is short; he will not play long at one thing.

Suggested toys: balls, blocks, wagons, or anything to pull, dolls, trains, kiddie kars with pedals, boards for outdoor play, paper, paints, and large brushes for his easel.

Play for the child of three years and on:

The play-pretend period of housekeeping in packing boxes, of cake making with sand, building with blocks, wheeling the doll baby, having a tea party, bathing the doll, driving the car.

At the age of five these imaginary play experiences become quite elaborate. He needs other children to help him

carry out these make-believe life situations. Have you never seen a six-year-old building tunnels and caves,



Photograph by H. Armstrong Roberts

Trying out muscles on the jungle gym

How can one develop a fear of high places when it is such fun to climb?

supplied at one time because the desire for new and novel experiences is a necessity for self-growth. Little children are confused by the possession of many toys. If loving parents and relatives insist on showering the child with too many gifts, it is wise to put aside some of the toys until he has grown tired of a few, else the whole number will grow stale.

bridges, and even a whole city?

Suggested toys: sandbox and sand toys, unbreakable tea dishes, small table and chairs or other furniture, a low easel and blackboard combined, a swing, sled, modeling clay, hammer, nails, pieces of wood, and various discarded materials such as boxes, spools, smooth edged can covers. Many of his earlier toys will continue to interest him.

How many toys?

Large numbers of toys need not be

Elaborate play materials and intricate mechanical toys are not needed or desirable, and often they are useless except for the purpose made. Children want toys that can be used for many things—a flat boat that is called a motorboat one minute, a steamer the next, a freighter, a barge, or a ferry-boat. Fortunate is the child who has some packing boxes to convert into castles or boats or trains; or whose father or big brother can build simple toys so that the child may watch such an interesting process. Mechanical toys that are too difficult for small fingers to wind or too intricate in their mechanisms are likely to be of no value because either they are constantly needing repair or else some adult must make them run.

For durability, toys should represent good workmanship but not elaborateness of detail. This is a fact which interests most parents. Not only is the durable toy the economical one, but also its good workmanship exerts a beneficial influence in the child's training in respect for and care of his toys. Toys that are cheap, useless, and readily destroyed, stimulate destructive rather than constructive qualities in the child. The child likes toys that last and he expects them to stand wear and tear. Obviously, poor paint, sharp edges, dangerous points, and objects fragile because of poor construction are not the most desirable.

Have you ever heard an adult say to a child. "Don't play there," "Don't break that," "Don't mark that"? We might be surprised to discover that a child's day is one continual round of "don'ts." Usually such a child does not have an environment suited to his needs but lives in an environment planned for adults. Perhaps he has not enough to keep him busy. Or he has not learned the meaning of property rights and he experiments with materials unsuited to his use. At any rate, his viewpoint is not the same as that of adults. The child who must be careful not to break

his toys is surely handicapped both in manipulation and experimentation.

It is well to provide a convenient drawer, box, or low shelves where he may keep his toys so that a gradual learn-



Photograph by National College of Education

Children reading

ing of orderliness and respect for others may develop as an educational by-product of play. Again we see imitation playing its rôle. A child learns to be as orderly as those about him.

In addition to toys, give him plants and flowers which he may care for, some animal pets that he may learn to love rather than fear, or perhaps a bowl of fish to watch

and feed. Responsibility for care of pets, if there is a gradual sharing and learning, may be undertaken alone at the age of six or seven.

What books shall one choose? The child's earliest books are picture-books with subjects and interests of his own age.

More and more are these books being planned to center about his own experiences. Look over such books as *The First Picture-book*, by M. S. Martin, *Peggy and Peter*, by Lena G. Towsley, *Billy*, and *Nancy*, by Ruth A. Nichols, with their attractive photographs of small children, and you will see that to learn by "doing" is likewise portrayed here with life pictured as the child experiences it. There is no text. At



Photograph by H. Armstrong Roberts

Children love pets and gain much by learning to take care of them.

the age of two or three he will enjoy such a book. Mother Goose rhymes and children's poems, such as "I Live in the City" or "I Go A Travelling" by Tippet of Lincoln School, Columbia University, are certain to be enjoyed because of their rhythm. If one is in doubt what to select, one may consult reliable book lists such as those published by the Child Study Association of America; or consult persons trained in selecting children's books in one's

own public library or in the book section of a large store.

How important are playmates? There is little that we do in any environment that is not social. We make friends, we co-operate, we live together as neighbors in relationships which are fundamentally social. Learning to get along with others is necessary for anyone hoping to develop into a successful adult. It must needs follow that the child should be permitted to play with companions of his own age. This sharing of play will help correct the shyness which many a child experiences. Adults cannot take the place of playmates of the child's own age. Too often adults dictate or merely entertain—they never meet on exactly the same ground as child to child.

At first other children are not necessary for the child's happiness at play. But by the age of four or five they become essential to a play life that should be full of varied experiences and companionship.

Social adjustment. To be socially well-adjusted is an accomplishment many adults never gain. Perhaps one reason is that many adults were not helped as children to grow into social beings. Here are some questions¹ which may help you to determine how well-adjusted a child is becoming. When you discover his weaknesses the following suggestions may enable you to help him:

1. What is the child's attitude toward other children?
2. Does he play alone? With the group?
3. If alone does he play near the group?
4. Can he play alone?
5. Can he play both in large and in small groups?
6. Does he initiate group activities?
7. Does he organize a group?

¹Reprinted by permission from Curriculum Records of the Children's School published by the National College of Education, Evanston, Illinois.

8. Can he conform to the group?
9. Does he respond to group rules?
10. Is he a leader? Follower? Intelligent? Passive?
11. Has he a courteous manner?
12. Does he respect the property rights of others?
13. Is he helpful? To whom?
14. Is he selfish?
15. Is he domineering?
16. Is he equally interested in both boys and girls?
17. Does he like to share toys?
18. Does he defend himself?
19. Does he take responsibility voluntarily:
 - For playthings which he has used?
 - For playthings which others have used?
 - For wraps?
 - For room?
20. What is his attitude toward adults?
 - Does he solicit attention?
 - Is he dependent on the adult for happiness?
 - Does he desire social approval?
 - Does he object to the adult in any way?
21. Does he adapt himself to emergencies?
22. Is he a problem in the social situation?
23. What situations have been most conducive to his growth?
24. What are the child's home conditions?
25. What social experiences has he had outside of school?

Summary. The child's physical development is dependent upon many factors of daily routine. Such habitual processes as dressing, eating, sleeping, elimination, and play should not be left to haphazard, unscientific methods. Wise adults give sufficient guidance in such matters. Children who are allowed to grow up like "Topsy," with no guidance, may become problems because they form undesirable habits of daily routine. Child-problem cases often upset the whole household. The child who demands exces-

sive care and attention from adults is developing a self-crippling dependence which may result in much future unhappiness.

QUESTIONS FOR CLASS DISCUSSION

1. Mother has worked out a very definite schedule of her day so that she may accomplish the busy day's tasks. She feels she hasn't time to wait for little sister to dress herself or feed herself. Instead Mother performs both functions. What will happen if she continues? Are there other possible outcomes not so clearly seen as those occurring to you?

2. How will suitable clothes for children aid in their development? (Scott, Clarice, Leaflet 79, "Children's Rompers"; Scott, Clarice, Leaflet 63, "Ensembles on Sunny Days"; Scott, Clarice, Leaflet 52, "Suits for Small Boys"; Scott, Clarice, Leaflet 80, "Dresses for Little Girls.")

3. June has a regular early supper hour, but when she sees the adults eating later she cries for more. Often when they give her food she merely plays with it because she is not hungry. Would it be better to ignore her? What would you advise as the correct procedure? (Langdon, Grace, *Home Guidance for Young Children*, p. 122)

4. What are some of the common difficulties in eating that children exhibit? Suggest proper treatment for each. (Langdon, Grace, *Home Guidance for Young Children*, p. 145; Arlitt, A. H., *The Child from One to Six*, Chap. V)

5. Janet has always been a frail child needing food at regular intervals. At times she refuses to co-operate in taking her glass of milk. What may be the reasons for this refusal? Shall she be compelled to take it? Shall she be bribed? (Langdon, Grace, *Home Guidance for Young Children*, pp. 133, 135, 139)

6. May small children choose their own food safely? An interesting experiment has been performed on this point. (*Habits—What Are They?*, pp. 10-14. Child Study Association of America)

7. Mary, the little neighbor girl, stands back and watches the children play. Is she unsocial? Need one be alarmed that she assumes the rôle only of spectator? (*Parents' Magazine*, p. 28,

June, 1933) (Langdon, Grace, *Home Guidance for Young Children*, pp. 334-338)

8. Joan, aged two, is forever getting into things, especially the treasures belonging to her brother of five. He often hits her and there is open conflict between the two. Is this a normal give and take to be expected and overlooked or shall brother be made to give up his possessions because Joan is so small? (Langdon, Grace, *Home Guidance for Young Children*, p. 298) (Arlitt, A. H., *The Child from One to Six*, p. 99)

9. Should the child be awakened from his nap to eat at regular times? (Langdon, Grace, *Home Guidance for Young Children*, p. 174)

10. Jane is two years old. When her mother puts her to bed she cries long and loud because she wants attention. If her mother doesn't pick her up, Jane becomes hysterical. Jane has reacted this way for nearly a year. A doctor advised giving a bit of aspirin to quiet the child. What would you suggest as the correct technique? (Langdon, Grace, *Home Guidance for Young Children*, pp. 182-183, and 190-193, and p. 331)

11. On evenings when brother teases little sister or plays "rough-house" with her she cannot sleep well. Why? (*Parents' Magazine*, p. 16, November, 1932, or Arlitt, A. H., *The Child from One to Six*, Chap. IV)

12. What undesirable routines have you observed in a small child's sleep habits? (*Parents' Magazine*, p. 16, November, 1932, or Arlitt, A. H., *The Child from One to Six*, Chap. IV)

13. At what age and how would you develop a sense of rhythm in small children? (Langdon, Grace, *Home Guidance for Young Children*, pp. 275-279)

OPTIONAL GROUP REPORTS

1. Why are eating habits and a development of independence so closely related? (Langdon, Grace, *Home Guidance for Young Children*, p. 102)

2. At what age do children enjoy pets? When may they be expected to help care for them? Aid some small child to develop

love for pets. (Langdon, Grace, *Home Guidance for Young Children*, pp. 280-281, or *Parents' Magazine*, p. 24, July, 1933)

3. What is the proper way to guide the child out of a habit of thumb-sucking or the use of pacifiers as an aid to going to sleep? (Langdon, Grace, *Home Guidance for Young Children*, pp. 187-190)

4. The most valuable toys are those which are not outgrown too soon and which may be used in a variety of ways. List such a group of toys. Name the age level for which you selected them. Choose some in which boys are most interested. Choose those girls like best. When are such distinctions first made? (Leonard, M. S., *Best Toys for Children*, 2230 Van Hise St., Madison, Wisconsin; 25 cents) (Wolf and Boehm, *Play and Playthings*, Child Study Association of America, 54 West 74th St., New York City; 20 cents)

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. Gather a group of books which will interest a child of pre-school age. Examine and list their merits for class report and discussion.

2. Read and write a report on any or all of the following books:

Cleveland, E., *Training the Toddler*. Lippincott, 1925

Thom, D. A., *Everyday Problems of the Everyday Child*.
Appleton, 1927

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 Harris, J. W., and Lacy, E., *Everyday Foods*. Houghton Mifflin,
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 Langdon, G., *Home Guidance for Young Children*. John Day, 1931
 Leonard, M. S., *Best Toys and Their Selection*. Best Toys Educational Service, 2230 Van Hise Ave., Madison, Wisconsin
 Roberts, L. T., *Nutrition Work with Children*. University of
 Chicago Press, Chicago, 1927
 Rose, M. S., *The Foundations of Nutrition*. The Macmillan Company, 1933

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- Scott, C. L., Leaflet No. 52, *Suits for the Small Boy*. U. S. Dept. of Agriculture, Bureau of Home Economics
- Scott, C. L., Leaflet No. 63, *Ensembles for Sunny Days*. U. S. Dept. of Agriculture, Bureau of Home Economics
- Scott, C. L., Leaflet No. 79, *Rompers*. U. S. Dept. of Agriculture, Bureau of Home Economics
- Scott, C. L., Leaflet No. 80, *Dresses for Little Girls*. U. S. Dept. of Agriculture, Bureau of Home Economics
- The Child from One to Six*. Publication No. 30, U. S. Dept. of Labor, Children's Bureau, 1931
- Publications of Child Study Association of America, 221 West 57th Street, New York City

SECTION 3

STANDARDS OF PHYSICAL AND MENTAL DEVELOPMENT OF CHILDREN

Well-kept children. We hope that the children you have observed were in most cases well-kept. Everyone enjoys a healthy, attractive child. If you visited a nursery school in the poor district of a large city, you saw children not so fortunate in their environment. Such children command your pity. Why were some healthy, others not? What are the indications of good physical health?

SOME INDICATIONS OF GOOD PHYSICAL HEALTH

1. Erect carriage, sits or stands "tall."
2. Muscle tone; firm, well-developed, well-nourished, not flabby.
3. Good color; clear skin and red lips; not blue about the eyes, nor sallow or pale. Skin is a healthy pink with rosy cheeks after brisk exercise in the fresh air.
4. Bright eyes, full of sparkle and interest; alert.
5. Hair, glossy, has "life"; is not "scraggly" or thin.
6. Attitude, happy, carefree; good-natured disposition; active, not listless or peevish; plays with enthusiasm.
7. Good appetite; eats with relish, does not refuse foods; needs no urging to eat.
8. Sleeps soundly; is not sensitive to ordinary noises; does not toss about in his sleep; wakens in good humor.
9. Free from frequent colds and infectious diseases.
10. Height and weight increase steadily.

SOME INDICATIONS OF GOOD MENTAL HEALTH

1. Wholesome attitude toward daily routine; eating, sleeping, elimination, play.

2. Wholesome emotional stability; freedom from tantrums, jealousy, or other unhealthy mental conditions. Is good-natured, co-operative, sociable.

3. Wholesome attitudes of action; becoming gradually self-reliant or independent and self-confident. (See page 279.)

Of what value are norms?¹ Data on physical growth of children, their height and weight, result from measurements of many children. Such norms as are available one must think of only as averages. Because children differ in so many details that they may vary from the average and still be normal and healthy, these averages are only signposts along a path of health. Hence there is no need for alarm if a child does not conform to the average within a few inches or pounds. Every child is different from every other child. However, continued variation should be a matter of concern.

CHILD	WEIGHT	HEIGHT	TEETH
By 1 year	21 lbs.	29"	8
By 2 years	25-26 lbs.	33"	16
By 3 years	30-31 lbs.	36"	has all deciduous teeth (20) full set of temporary teeth but some loosening to make way for permanent teeth.
By 4 years	34-35 lbs.	39"	
By 5 years	36-40 lbs.	40-41"	

By the age of six the brain has grown so that it is almost as large as adult size. The head girth is approximately nine-tenths as large as it will be at maturity. And at this age the trunk has grown twice as long and wide as it was at birth.

It is not surprising that child-development specialists stress the importance of correct health habits during these pre-school years. They are basic to future health and happiness.

¹ *Norm*: a standard or model arrived at by many measurements.

Language development. One of the earliest and most apparent indications of mental growth is the development



Courtesy of H. Armstrong Roberts

This child radiates health.

Note the happy disposition, good stature, firm muscle, and activity.

of a child's speech. At first he responds to the tone of voice of an adult, possibly to the facial expression. It is thought that words are not understood then. A little later he solicits help by sounds which gradually may be recognized as "mama" and "papa." At twelve months his vocabulary may consist of two words. He will have grown to be a year and a half or more before he uses adjectives and is able to locate his nose, eyes, and hair by pointing. Adverbs follow in this process of development. Prepositions, personal pronouns,

and correct use of verbs are difficult to acquire. Especially is the latter true if adults about him use baby talk. Since so much of speech is imitative, baby talk is thoroughly detrimental. Encourage him to express a wish in-

stead of pointing or grunting. To anticipate his wish before he asks is limiting his growth.

At the age of eighteen months to two years he is combining words readily, and in another half year he should know his name and be able to name different parts of his body. About the age of four or five he has gathered such relationships as age, right and left, and colors.

Merely adding words to a child's vocabulary is not the ultimate aim. Rather increase his experience and knowledge of meanings. In this, association with older children is more helpful than that with children of the same age, because they widen his realm of experience and mental growth.

Mental tests for children. Psychologists say that it is possible to measure the intelligence capacity of small children and classify them as superior, backward, normal, or average in intelligence. These tests are standardized through experimentation on thousands of children and their average performance is established as a norm. We must remember that intelligence tests are in an experimental stage. At present, authorities are not placing as much emphasis as formerly on the value of such tests as a sole means of understanding children.

How may we help a child to develop mentally? Adults often fail to realize how much commonplace, everyday activities may affect the child's mental development. Sense perception (feeling, seeing, tasting, smelling, hearing things daily), creative experience (through modeling in plasticene and manipulation of paints), concentration (developed through listening to stories and working out intricate play problems), and manipulation skills (through practice in dressing, performing the duties of the toilet, sewing, and assuming small responsibilities)—all are means of mental growth. It is the duty of older people to see that the habits formed in such learnings are desirable.

What may one expect of the child of pre-school age? Psychologists who make a special study of young children have worked out various norms or standards, some of these norms relating to physical development, others to mental development. Of those relating to physical development some are concerned with ability to control the muscles, others with ability to relate the use of the muscles to sensory impressions. We hesitate here to reproduce the long lists of norms of mental development that have been worked out ingeniously by some psychologists, since unless used by experts these are likely to be misleading; for children may vary greatly in the ages at which they acquire various stated abilities, yet develop in later childhood into bright and well-adjusted members of their group. Less liable to misinterpretation are the so-called "motor" norms, some of the more interesting of which follow: ¹

<i>Accomplishment</i>	<i>Typical Age in Weeks When Accomplishment Is Achieved</i>
On stomach, chin up	3.0
On stomach, chest up	9.0
Held erect, stepping	13.0
On back, tense for lifting	15.0
Held erect, knees straight	15.0
Sit on lap, support at lower ribs and complete head control	18.5
Sit alone momentarily	25.0
On stomach, knee push or swim	25.0
On back, rolling	29.0
Held erect, stand firmly with help	29.5
Sit alone one minute	31.0
On stomach, some progress	37.0
On stomach, scoot backward	39.5
Stand holding to furniture	42.0
Creep	44.5

¹Based upon similar norms in Shirley, Mary M.: *The First Two Years: A Study of Twenty-five Babies*. Vol. I: *Postural and Locomotor Development*. Minneapolis, Minn. University of Minnesota Press, pp. xv, 227.



Photograph by H. Armstrong Roberts

**One of the great accomplishments mastered by pre-school children
At what age? See page 272.**

Walk when led	45.0
Pull to stand by furniture	47.0
Stand alone	62.0
Walk alone	64.0

Summary. There are both mental and physical indices of healthy growth of children. Growth is a gradual development which may be aided materially by understanding, sympathetic adults who would help the child explore and learn. There have been varied attempts to standardize the mental accomplishment of children. Such standardization is not a sole means of measuring intelligence because taken alone it is of questionable value.

QUESTIONS FOR CLASS DISCUSSION

1. How can you account for the fact that little sister, aged five, stuttered only in the evening after a hearty playtime or following the evening meal when father and mother talked over the economic depression?

2. Apply the "indications of good physical health," mentioned in this unit, to some small child of your acquaintance and record how well he measured up to requirements.

OPTIONAL GROUP REPORTS

1. How mentally alert is your little brother or sister? (Any issue of *Parents' Magazine* contains series of tests for varying age levels which you may try out on your small brother or sister.)

2. Why is the child's reasoning ability not so adequate as that of an adult? How can we help him develop this ability? (Arlitt, A. H., *The Child from One to Six*, Chap. X, p. 147)

3. Observe some small child for evidences of sense perception, concentration, and manipulation.

OPTIONAL INDIVIDUAL REPORTS

1. Are height, weight, and age sufficient for judging a child's physical condition? What more must be considered? (Langdon, Grace, *Home Guidance for Young Children*, p. 120. John Day, 1931)

(*White House Conference on Child Health and Protection*, pp. 51-66. Century Co., 1930)

2. Choose children of any one of the ages mentioned in this unit and test the norms worked out by psychologists. Your own small brother or sister may be far advanced for his age.

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SECTION 4

HOW CHILDREN LEARN

How much are we creatures of habit? Do you have to think every time you tie a shoelace, ascend the stairs, manipulate your knife and fork at the table, button your coat, or walk down the street? Why not? There was a time in your life when these routine activities had to be learned. Habits of acting, of talking, of thinking, all were gradually acquired in your childhood, most of them during your pre-school years. Unfortunately at times small children acquire wrong habits. Whose responsibility is it to see that they are helped to acquire good ones? Shall we agree with the mother who says, "Johnny is such a little boy! When he grows up he will be neat and orderly about his clothes"? Is four-year-old Johnny able to understand that his clothes should not be thrown on the floor but instead should be hung on a low hook in the closet? Perhaps Johnny acquired this undesirable habit from seeing big brother toss his cap on a chair when he came in from school. Children are imitative; those about them modify their learnings.

How does a mode of action become a habit? Let us continue with Johnny's habit of orderliness. He learns to put away his toys, hang up his wraps, and put away his possessions by the act of doing those things over and over. Mother cannot pick up after Johnny and expect him to realize how neat and nice the room looks and, therefore, acquire a habit of orderliness. Mother is doing the learning, not Johnny. To perform an act over and over is necessary; the more frequently it is performed, the more readily the

action becomes a habit. Every exception to the rule means loss in accomplishment while learning.

One more step is necessary as an accompaniment to repeated doing. Praise, approval, or satisfaction should accompany the doing. This pleasure, experienced by children in learning, is dependent on adult action about them. Many fail to realize that approval of misconduct only firmly establishes it, even though that approval be seemingly trivial. The first naughty remark is "cute" and calls forth smiles and knowing glances from Mother and the guests who hear it. Will the child repeat it?

Approval may take other forms than smiles or glances. Keith, aged five, demanded a quarter from his aunt so that he might indulge in ice-cream sodas. When she hesitated to comply with his request, he blusteringly threatened by declaring, "I'll go throw myself on the railroad track and let the train run over me if you don't give me that quarter." Whereupon, his aunt became pleadingly demonstrative and begged him not to do such a terrible thing. After more threats the quarter was forthcoming. How much was Keith flattered by the dramatic audience which he had made for himself? Do you think he will repeat the procedure? Was his aunt rewarding Keith's technique of threats by giving him the quarter? Why did he never try this scheme on his uncle? What is the difference between a reward and a bribe? Material rewards may develop into mere bribes. How?

A few rules for helping children acquire desirable modes of action are:

1. Start the child in the forming of a wholesome habit under careful adult direction. Help him to repeat the act over and over, under different circumstances, never allowing exceptions to occur.

2. Be certain that the learning is desirable and not likely to deteriorate into something undesirable. Tasks that are

too hard discourage the worker because they cannot be accomplished.

3. Repeated doing should be accompanied by satisfaction or pleasure from the doing. Remember the child must like to do the act if he is to form the right habit.

4. Follow up adult direction with adult suggestion.

5. When he has learned the habit leave him to self-direction. Continued adult direction is both unnecessary and limiting. How?

6. If the child needs help in breaking an objectionable habit, suggest a substitute reaction. Enlist the child's co-operation in the undertaking and connect satisfaction with the new habit.

Summary. Habits are desirable accomplishments of learning because through them we are able to do many things automatically. Helping a small child acquire useful habits is a simple matter if we remember some essentials of their formation. We learn by doing. It is of no value for the learner to sit by passively watching someone else perform the act. The learner must exercise the will to do. Never allow exceptions to occur in the doing because repeated correct procedures are invaluable in conserving time in accomplishment. Praise or satisfaction helps to fix the habit.

QUESTIONS FOR CLASS DISCUSSION

1. A certain mother is sure she can transfer her own experiences to her growing child thereby shielding the child from disappointment and failure through mistakes. How shall we interpret her attitude in the light of laws of learning recounted in this book?

2. How shall we help children to develop such specific habits of orderliness, persistence, and pride in accomplishment? Is it wise to force a child to acquire these habits or should he initiate the activity?

3. What gradual acquisition of habits may be expected of pre-

school children at varying age levels? (*Parents' Magazine*, p. 26, February, 1933)

4. Jane's mother insists with frequent reminders that she practice on the piano three hours daily much against Jane's wishes. How would you interpret this attitude of mother and daughter in the light of the laws of learning in this unit?

OPTIONAL GROUP REPORTS

1. Illustrate the laws of habit formation in your own learnings. How did you apply these laws in learning to play a musical instrument, to drive a car, to typewrite, to swim?

2. Observe the modern child in the present-day home or nursery school. Compare the methods used there with those of the eighteenth century. (Gesell, A., *The Guidance of Mental Growth in Infant and Child*, Chaps. I, II)

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. You will have occasion to use praise in your dealings with people just as did Mr. Putnam, the famous publisher, and John D. Rockefeller, the financier. What are right and wrong methods of praising people? (Webb and Morgan, *Strategy in Handling People*, Chap. XX. Garden City Pub. Co., 1930)

2. Over a period of time help a small child develop his ability to talk. For further help consult *Parents' Magazine*, p. 26, April, 1933, or Arlitt, A. H., *The Child from One to Six*, Chap. X)

3. Sally sucks her fingers. How may we help her to overcome this bad habit? (Arlitt, A. H., *The Child from One to Six*, Chap. III)

4. Read and give a class report on: Webb and Morgan, *Strategy in Handling People*. Garden City Pub. Co., 1930

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SECTION 5

SOCIAL DEVELOPMENT OF CHILDREN

More and more we are realizing that we cannot live alone, that much of our happiness depends on wholesome social adjustments with our own family, the neighbors, our own nation, and other nations. Some assured standards of action and modes of feeling are fundamental to the process of living together harmoniously. How may these standards be transferred to the child? To superimpose them would be incorrect but to surround him with an atmosphere leading to self-choice, through understanding, is to develop a self-controlled, co-operative individual. How foolish we should be if we expected all children to react in the same way or to conform to stock patterns which we might set up! Yet there must be some features in common in this process of living-with-others which may help us in guiding the child in his social development. Let us examine some of his social responses in order to understand better his development.

Independence. Perhaps you have noticed how dependent the baby is upon the help of those about him. For a long period of time he is cared for by others. But you would not wish him to continue all his life as a helpless individual. In fact, you are delighted when he begins to talk and walk and finally to play by himself.

We have already seen how, in the nursery-school environment, the child learns to feed himself, help dress and undress himself, wash his face, comb his hair, and take the responsibility of hanging up his wraps when he comes in from play. All the time he is learning to be independent of the adults

about him. Suppose, instead, a child's mother believes in keeping the baby dependent on her and handicaps him to such an extent that she does everything for him, never



Photograph by H. Armstrong Roberts

Independence

Learning to do things for himself

allows him to make a decision for himself, never lets him try a new adventure for fear he may hurt himself. What is the result? Have you known such children? They usually say, "What shall I play?" or "Shall I go outdoors to play or stay inside?" and a little later the same daughter may be calling out, "What shall I wear to school this morning?" "Tell me what to do," or "What can I do?"

A famous authority on child develop-

ment has said, "The key to the mental hygiene of childhood lies in building up adequate self-reliance and independence."

Learning to face difficult tasks without too much help is another step in independence. The child who whimpers when his kiddie kar is caught in an obstruction is manifesting his dependence by waiting for adult help. If he experiments

until the toy comes loose, the resultant sense of achievement is accompanied by satisfaction and is doubly valuable. A small amount of suggestion from Sister may be the impetus needed, and Sister may help him repeat the incident if she rewards him with praise for his independence.

Difficult adjustments are met every day in life. Part of the process of growing up is that of forming independent judgments, adjustments, and attitudes. Practice in independence, extending over a period of years, must be gradual and progressive. The making of independent decisions does not develop suddenly and the small child needs to be encouraged in self-confidence so that he may learn self-control and independence. Adults sometimes reach maturity without having acquired that independence. Which one of us is not familiar with the girl who, experiencing independence for the first time in the event of severing home ties to go away to college, is at a complete loss how to make decisions? One such girl found herself unable to select a pair of shoes because Mother was not there to shop with her.

At the age of six the necessary visits to the doctor or dentist are likely to be difficult adjustments. The child needs all the independence and self-control he can muster up for such trying situations.

Obedience. Too often obedience means, to adults who demand it of small children, a blind conforming to adult standards of action or to the adult's view of the truth. There is in this nothing that progressively makes for independent action. Each of us has his own biases, and we are too likely to attempt to saturate the child with those ideas. Shall he accept them as final? Adults, demanding absolute obedience, desire him to do so. They even go further and expect the child to think in terms of the adult. He does not. Obedience is not an end in itself; its object is to give a basis for judgment. We do not demand obedience just for the

sake of obedience. Adults can only help the child to avoid the wrong. Wisdom in choice must replace authority, but it can do so only after the child has experienced enough growth in self-control to exercise judgments for himself wisely.

When young infants obey, they do so mechanically because they cannot understand our motives. They are incapable of using independent judgment with regard to cause and effect. As the baby grows older, we urge obedience, not for the sake of adult dominance, but because the required act conforms to nature's laws and consequences, as thoughtfully explained by his parents or others who know. The intelligent man will do nothing that he is not first convinced is right. In other words, he must see and understand for himself.

A young mother was heard to call out to a three-year-old, "Jimmy, come back here or I won't love you." If Jimmy learns to obey through the motive of love as demanded by his mother, what happens? Is it not natural that he will grow up to believe that the amount of affection a friend has for him can be judged by the things that friend will do for him? Such a limiting viewpoint can only result in emotional insecurity and helplessness in governing himself in relation to others. A false motive was used. Obedience, as a fundamental, is not personal. Affection should not be used as a motive to gain obedience. It may stimulate obedience but it is never the dominating motive.

The child who docilely conforms and is submissive in the complete sense of the word, without ever revolting against authority, is evidencing fear or stupidity. His conformity is not due to self-control, but to control by another. He has no chance to grow up, to exercise his own will.

"Don'ts" and "can'ts" are crippling; they are destructive instead of constructive. Picture the child reared on

“don’ts.” When he meets life situations demanding constructive approaches, how will he react? With a paralyzing fear of consequences; or with a negative attitude? Why? Because he has been trained to inhibit his true responses instead of expressing himself in a positive way. Note how difficult it is to make a student of the old school of negative criticism apply constructive criticisms to a play he has witnessed.

Wise is the adult who does not force his ideas on the child. Such enforcement is limiting, and prevents the child from making his own reactions and acquiring a personal viewpoint.

Shall the child be punished for lack of obedience? Never if punishment means “getting even” or relieving one’s feelings. Punishment is, likewise, worthless if the child does not understand clearly the connection between offense and its consequence, for if we punish him and do not explain the cause, he is no nearer the truth. He is likely to bear resentment towards the person who humiliates him. The best recourse is to avert punishment by helping the child to understand the consequences of incorrect action.

Our responses are modified by reward and punishment, by praise and blame. If we want a dog to learn a trick, we pat him on the head and say, “Good dog,” when he performs. Every individual, likewise, expands to those about him who praise him for his success. One should be sensitive to a child’s successes and aware of his emotional reactions toward them.

Adults often set up false standards by means of offered rewards. “Come at once, and you may have another cookie,” may meet with refusal, because the child may weigh reward against the satisfaction of disobeying. He mentally balances the value of leaving his play and eating the cookie. Is it wise to reward a child by paying him for regularly brushing his teeth, bathing, and the like? No, if we are to

believe that self-discipline is secured through continued exercise of his own powers of judgment and discrimination. His reward should be commendation of his cleanliness.

It is possible to habituate children to common, dangerous objects in the home without resorting to fear or punishment. Many adults realizing that fire and heated objects are dangerous, prohibit the child from touching matches or the stove. There is a better way than mere prohibition, with its attendant threats, which build fears. One three-year-old child, seeing Father about to light the fire, ran to help and asked to light the match. The father hesitated but allowed the child to light the match and place it under the paper and sticks in the fireplace, meanwhile explaining that matches are only used to light fires in the fireplace and in the stove. Another three-year-old, who spent much time with his mother in the kitchen, was fond of putting pans on the stove and turning on the gas. His mother told him that he might have the lower part of the stove for his own, and when she needed the gas, he might turn it on, but then only.

The results of some acts modify the response. A little girl was extremely fond of cheese and pickles, perhaps the more because her mother continually reminded her that in excess they were "not good for her" and she must not eat them. Once she ate too freely of both and became ill. The result conditioned her reaction thereafter. There are times when we learn through such self-inflicted punishment.

Truthfulness and honesty. Truthfulness is a habit which is acquired over a long period of time. It is not inborn; it is learned by practice in many differing situations. Let us look at the causes of untruthfulness.

First, the child may be romancing, imagining, or indulging in make-believe play. Jack, a little New York boy, told his nursery-school teacher a story about the reindeer he had at home. The teacher, realizing the child was enjoying the

imagined picture, listened attentively and helped him, with questions, to elaborate the details.

"How many have you, Jack?"

"Oh, a dozen—no, two or three dozen."

"But where do you keep them?"

"In the back yard." The teacher knew that Jack lived in an apartment and was not fortunate enough to have a back yard in New York. But she drew him on.

Finally she asked, "May I come home with you some day to see the reindeer?"

Jack gave her a sly smile and confidently answered, "Why, teacher, I haven't any reindeer at all."

And she smilingly answered, "I knew all the time you were just playing."

He may have created the picture to gain attention. Others have attracted attention by similar methods. Or he may have been producing an effect in order to magnify his feeling of importance, his "self." Are daydreams ever indulged in by adults?

Second, he may fancy an advantage, may hope to accomplish some desired end by a falsehood. He has learned that certain methods bring desired results. He lies about eating forbidden jam because he fears punishment. Now to inflict punishment will defeat its own purpose in this case. Instead he needs to see that there is a self-inflicted penalty. Help him to meet the issue squarely and challenge his desire for self-respect.

Perhaps the most inclusive cause of children's lying is that they see and hear adults use deception. Even the "white lie" has its influence if the adult fails to explain why Mother is "not at home" when an undesired interruption occurs. Perhaps she punishes him for like indulgence, but how useless if she fails to explain the need and the conditions calling forth that answer. Promises and even threats are

promiscuously indulged in and often not kept. Betrayal of trust is undesirable. It is likely to develop an emotional conflict in the mind of the child if he suspects or finds out that adults have deceived him. Thoughtless brothers and sisters indulge in banter, telling the child "tall" stories because they know he will in his naïve way swallow them. Have you heard adults give inaccurate answers to questions of the child, even giving excuses and alibis when situations are unpleasant? Children are imitative and tend to conform to conditions and attitudes with which they are surrounded.

The basic honesty of a person is totaled in the term sincerity. It comes through respect for the rights of others and is instilled in the home atmosphere, in the early knowledge that certain things belong to him; others belong to Sister or Brother. He may do as he wishes with his own, but Sister's and Brother's possessions are to be respected.

However, some small children are known to have an undeveloped sense of possession with respect to their own belongings. In such cases a gradual maturity of the child's own feeling must be developed. Increase his pride in possession by praising his care of belongings and by respecting his property rights.

Co-operation. What does society require of you in co-operation? That you do not drive your car through traffic lights; that you drive on the right side of the street and observe certain courtesies of the road are indications that you co-operate with other citizens to be law-abiding. The fact that some do not conform in the ways mentioned shows that there are adults who have not mastered the art of co-operation. Co-operation is not obedience, although the two may be related; it is a spirit that contributes to harmonious working together. True co-operation is an attitude of mind as well as a response to a given situation. It is a

voluntary, spontaneous response resulting not from a desire for individual or group commendation or adulation but from understanding and appreciating the rights and efforts of others. The learning of co-operation should not be put off until the person is old enough to reason because its beginning occurs during the days of infancy and continues throughout life. Routines are the first step towards the development of co-operation. A realization of the rights of others is the next step.

What can we expect of the child in co-operative living? As in other phases of social development we only hope for a gradual process of growth. And, again, the adults about him aid in the process of habituation. Because he is so small and limited, co-operation means to the pre-school toddler, among other things, regularity of sleep habits, the lack of need for constant attention from adults, and the accomplishment of wakening in a cheerful, pleasant mood. As he grows older, he co-operates by accepting cheerfully certain responsibilities of home routine: getting the broom when asked, sifting the flour while Sister mixes the cake (although it may need remeasuring to replace that lost), caring for his toys when play is over, and helping to care for the pets.

In nursery school he shares toys with others, learns many other ways of co-operating, sharing, and enjoying the reactions of those in school.

If he fails in this social adjustment, the co-operation needed in day-school contests, in play, and in other group activities will be so foreign to him that he will be a looker-on when a little older.

Suggestion as to his modes of action is constantly being given to the child through the conduct of others. A brother whom he idolizes fails to co-operate in that he does not have the car home at a certain hour. The child hears conversa-

tions at the dinner table about Father in his business relations at the office. Father expresses bitter resentment over his partners' actions. He sees his playmates refusing to co-operate. If he follows their example, he may grow up



Photograph by H. Armstrong Roberts

Tea party for children

Such social occasions are important because they increase one's enjoyment of others.

to be rebellious, unsocial, and antagonistic. Or he may grow up to be ruled by dominant persons, to be susceptible and gullible in the presence of quackery. However, with proper guidance and example, he will become a law-abiding, co-operating individual.

The unsocial child. The small child is easily contented with the social contacts the adults about him supply through their satisfying of his needs. A few years later his social

nature needs to be accustomed to the natural acceptance of friends of the family. Another progressive step is taken when he begins to play with children of his own age. It is this later step which is never made by some children. The nursery school aids in its accomplishment when the child, through happy play with others, has habituated himself to respond to his fellows.

Have you noticed how seclusive some children are? How do they react to others? Is the one you have in mind shy, self-conscious, withdrawing? Does he prefer to "play house" alone? Does he want to run away from others? (See page 311, "social characteristics.") One child was so retiring that he ran to hide every time the doorbell rang. If a child is not helped to overcome this unnatural tendency, he may continue to exhibit an unsocial nature after he is grown up. Such is the boy or girl of high-school age who does not care to mix with groups, never attends parties, does not enjoy taking part in school activities, does not understand the technique of co-operating.

We live in a socialized world. It is highly important that we co-operate with friends, family, schoolmates, and with associates in the business world. Too much isolation unfits us for personal adjustment. To get along with people is fundamental. We share with others; we consider others in our dealings. If the unsocial one fails to realize this attitude, he is likely to be a complete failure in jobs which require contact with people. Much can be done to help the child who develops this unfortunate habit. However, early recognition of the condition is desirable. Urge him to choose playmates and see that some of his own age are provided, but do not force him into the group. Gradual habituating is better. Help him cultivate a social technique. For the small child this may mean aiding him in sharing with playmates or possibly providing him with a "doll tea party" where he

may entertain his playmate guests. What other methods can you think of?

Adults at times unintentionally limit the child's nature by overprotection, oversolicitude for his welfare, or injudicious appeal to his sense of shame. This accounts for some unsocial beings.

Summary. To liberate a child from the dominance of his family is a slow, lengthy process which becomes easier when the adults about the child realize that he is a growing, developing, social being. To wean him away from parental dependence is necessary if he is to grow up. Moreover, if he is to develop into a socially adjusted individual we must surround him with experiences and environment conducive to happy living with others.

QUESTIONS FOR CLASS DISCUSSION

1. What specific decisions with regard to conduct do you think a child of pre-school age is able to make? Name some that require the aid of an adult.

2. What instances have you observed in which a child disobeyed because the adults about him were too stern? (*Parents' Magazine*, p. 17, October, 1932)

3. Study the methods of a family where you think the children are most socially adjusted, self-controlled, and independent. How have they been helped to attain these desired ends?

4. Suggest methods to use in conditioning a child against putting pins in his mouth, touching a hot stove, climbing into the open window, or playing with sharp or pointed objects.

5. Give instances you have observed in a child's life in which independence was developed through assuming responsibilities.

OPTIONAL GROUP REPORTS

1. We wish children to be aggressive, joyful, and loving. How can we prevent them from becoming chronic fighters, complete optimists, or extreme sentimentalists? Consult your father and mother for help in solving this problem.

2. At what age may we expect the small child to put away his toys and hang up his clothes? What methods would you suggest for teaching him to co-operate thus? Try these methods in your home. (Langdon, Grace, *Home Guidance for Young Children*, pp. 347-348)

3. Assume the responsibility of aiding a small child in accomplishing co-operation or in widening his circle of friends to the end that he may be more social. Either problem should be extended over a period of several weeks with recorded observations.

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. Which is the easier method of discipline, the modern way or the older way of spanking and tears? Give reasons for your answer. (*Parents' Magazine*, p. 17, October, 1932) (Arlitt, A. H., *The Child from One to Six*, Chap. I)

2. How can one be sure that the small child is not being willfully untruthful? (*Parents' Magazine*, p. 15, April, 1933, and p. 12, December, 1932) (Arlitt, A. H., *The Child from One to Six*, Chap. IX)

3. How may adult discipline become self-discipline for the child and later result in freedom from dependence on others? (*Parents' Magazine*, p. 32, May, 1932)

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SECTION 6

EMOTIONAL DEVELOPMENT OF CHILDREN

Emotions. What is meant when we say that a child has good emotional stability? Emotionally stable individuals are usually calm, fearless, independent, friendly but not overly demonstrative in their attitudes and responses toward society and their environment.

How much are the physical and the mental life tied up with emotions? We have only to recall how dry the mouth becomes when we have stage fright, how perspiration breaks out over the body when we become angry, and how tears are shed when we are grieved, to realize that the physical is closely related to the emotional. There is likewise close relation between the mental life and our emotions. Through the mind we control our feeling and conduct, thus aiding in the establishment of good emotional stability.

Fear. The emotion of fear is native to the child at birth. Through experiments Watson has proved that small babies exhibit fear at sudden loud noises or at removal of support. Much of our fear of airplanes, thunder, water, and the roller coaster, may be attributed to those inborn sensations common to all. This does not mean that we cannot control those fears. Many have no fear of these things because they have accustomed themselves to another reaction. Our fear of the dark, of high places, cats, dogs, and snakes, and of someone's entering the room at night, are chiefly acquired. When we realize how crippling fear is; how it develops into a complex when it paralyzes freedom of behavior toward others; how extreme fear is, in fact, the most detrimental reaction we

experience in cases of danger—then we know it is undesirable and should have a minor place in our lives.

Adults start early in the child's life to implant fears. They often gain authority by fear. Have you been guilty of threatening a child with the bogey man or with seclusion in a dark closet? One sister was heard to remark to her two-year-old brother, "Billy, don't touch the electric fan; it will bite." She was confusing fear with caution, the latter being a necessary element in the lives of all of us. What would you have done instead? What will happen when Billy understands that she deceived him? Another stimulates action from children by means of the pressure of "what others will think." How confusing if we motivate our lives by the views of others! We never know which direction to take. We are torn between conflicting opinions. How much better to think for ourselves! Terror, anxiety, and worry are negative emotions and render us incapable of best accomplishment.

Many fears are inculcated through home situations. One child sees a mother exhibiting fear of lightning. Another child is frightened by fearful stories told by those who delight in creating an awe-inspiring picture. Some homes are saturated with fears which the child hears about constantly. Fear of sickness is expressed through continuous admonitions to wear your rubbers, gargle your throat, eat the vegetables that are "good for you," and similar remarks. Or, as a result of frequent nagging, the sensitive child builds up the fear of not doing the right thing, of making some dire mistake, until it is no wonder he develops an inferiority complex. (See p. 318.) "A child trained to sensitiveness is a child trained to fear and his liability to failure is increased."¹

¹ From *Why Men Fail*, by Abraham Myerson, edited by Fishbein & White. Copyright. Used by permission of D. Appleton-Century Company, Publishers New York, N. Y.

Since it is nearly impossible for the child to avoid fears, how can we help him to overcome them? Do not laugh or ridicule his fears. You only lose his confidence and cause him to withdraw into himself because of your lack of sympathy. Familiarize him with the object of fear. Gruenberg describes a case of a mother's easing a child's fear of the dark by giving him a tiny electric flash light to take to bed with him at night.¹

Do not scold or shame a child in his fears. They are very real to him. To help a child adjust himself, to interpret the objects of fear takes time and patience. He cannot overcome them suddenly. Help him to discover the cause. Praise his courage and build in him a trustful attitude. But do not permit him to rationalize, that is to interpret his fears in such a way that he excuses himself.

Fear when converted into caution is used every day of our lives. We know it is desirable to exercise caution in crossing the street, in driving, in taking out life insurance, in saving against approaching old age, in avoiding the hot stove or an uncovered electric wire. One can multiply instances wherein intellectualized fear is needed and used. The most important phase of child training with relation to fear is to use it so that fear is releasing instead of paralyzing. The one who achieves success is the one who fears correctly. His fear develops more initiative and vigorous work.

Anger. Everyone experiences anger. We find the baby exhibiting it when his movements are hampered. Hold a baby's hand and legs so that he cannot use them freely, and he struggles angrily. In the boy of ten anger asserts itself in fighting; he may indulge for the sheer joy of mastery. But one cannot go about always slapping or kicking the object of anger. It is not done. To live peaceably with

¹ Gruenberg, B. C., *Your Child Today and Tomorrow*, Chap. V, Lippincott, 1920.

those around us, one has to learn to tone down these expressions of emotion. To exhibit anger at the bawling out the policeman gives one for violating the traffic laws; to exhibit too violent a reaction to the disturbing neighbor at the opera who rattles his program; to lose control of oneself over missing a train by a minute—these are undesirable exhibitions of anger on the part of adults.

Not all anger manifests itself in the desire to do bodily injury. It may express itself as irritability, in sullenness as evidenced by “dirty looks,” in the bluff attitude which frightens, and in “losing one’s temper.” Such reactions have a tendency to become habitual from usage. The result is an unpleasant personality difficult to get along with which we wish to avoid.

Before we can help the child control anger, we need to understand it thoroughly and build a code of action for anger in our own lives.

The following code ¹ may be of value:

1. Be sparing with anger. Use control but do not be spineless. Anger is reserve power for emergency use. It sometimes results from some incident too big for you. Then it blocks the expression of self.

2. Family quarrels start with anger. Guard against hair-trigger temper. Anger may be set off with only a tiny spark. Because it comes to one’s aid with hidden energy releases, it is dangerously explosive.

3. Be angry and stern enough to cover the case. Then stop. When it is over, forget it. Don’t brood over it. Mulled-over anger becomes enduring.

4. Anger is most justified when it is aroused by wrongs to others. Then it is well intentioned. It influences public opinion and works reforms. But be sure to keep the issue clear.

¹ Adapted from Jastrow, Joseph, *Keeping Mentally Fit*, p. 40, Garden City Publishing Company, 1928.

5. Anger arouses anger. It accompanies unfair judgment and prejudice. Calm reason overcomes anger.

The resistive child shows his temper in a way that is unpleasant for those about him and unless he is curbed it may mean dangerous results. Have you ever seen a child indulge in a temper tantrum? It may be more or less violent, but the following are characteristic actions: If the spoiled child wants something badly or else has been refused some object or has been asked to do something he dislikes, he lies down on the floor, kicks and screams and cries, even at times holding his breath until the worried mother fears for his life. Perhaps she runs to him and begs him to stop, or dangles, temptingly before his eyes, the object of the disturbance. If she does, she is only habituating him to repeat the very same procedure. Or she may feel like spanking him soundly. This is likewise bad, because resistance should not be used to overcome resistance.

What shall we do? Psychologists advise one or a combination of some of the following procedures: Handle the child quietly and unemotionally. Avoid situations calling forth tantrums. When he indulges, go off and leave him. He is playing to an audience and will stop as soon as he sees he has none. Make as few demands as possible of the resistive child so that he has few chances to say "no." When he "acts up," ignore him.

Indulgence in temper tantrums is a demonstration of a lack of feeling for others. Some adults, unfortunately, grow up holding on to this infantile procedure. In adult life it may grow into a violent exhibition of cruelty.

Remember, the child does not inherit a temper. The chances are that he is imitating those about him when he displays it.

Negativism is a condition somewhat similar to resistance. The child who resorts to this procedure meets requests with

the emphatic response, "no." Dr. Reynolds in her study, "Negativism of Pre-school Children," finds that the apparent cause of negativism is conflict between the wishes of adults and those of the child at the particular time of the request.

How frequently do adults request things of a child? It would be interesting to tabulate the day's requests made of a little sister. Have you noticed that some of those requests are thoughtlessly made just at the climax of interesting play? And too often an adult expects and demands instant compliance. Once it seems in danger of becoming a fixed habit, negativism must be curbed. Lessen the number of chances to say "no" to requests. This may be avoided by wording requests differently—not, "do you want to eat now?" but "It's time to eat now."

Summary. Emotions are tied up with our physical reaction. Emotional display may be controlled by the individual. It is not ungovernable. Some emotions are inherited. Others are acquired. They may also be directed or guided in their development. Emotions are vital to the welfare of individuals and society. Well-directed anger may institute many desirable social reforms. Controlled fear assumes the rôle of caution.

To understand our emotional nature, to realize how much of it is fundamental or common to all and how closely the emotional is related to the physical, forms a basis of interpretation helpful to us in directing the child toward an emotionally stable personality.

QUESTIONS FOR CLASS DISCUSSION

1. Give some instances in which a child's anger has been rewarded. What were the outcomes?

2. Observe the instances or occasions upon which temper is most commonly displayed by your small brother or sister. Why

is it not wise to use spanking as a control measure? (*Parents' Magazine*, p. 20, February, 1933) (Arlitt, A. H., *The Child from One to Six*, Chap. VI)

3. See if you are able to trace some of your present fears to situations which arose in your childhood. Have you attempted to overcome this fear? How? (*Parents' Magazine*, p. 14, August, 1932) (Arlitt, A. H., *The Child from One to Six*, Chap. VII)

4. Father is accustomed to excuse Joe's temper tantrums with the remark that he is just like his paternal grandfather. Is this a justifiable excuse? Why? (*What Do Children Inherit?* Child Study Association of America, 20 cents)

5. Jimmy's uncle delights in tossing him in the air and catching him when they play together. The child squeals and laughs hysterically. Is this play process correct or harmful? (Langdon, Grace, *Home Guidance for Young Children*, pp. 331-335)

6. Are you the boss of your emotions? (Morgan and Webb, *Making the Most of Your Life*, Chap. VIII)

7. Helen, aged one, yells and exhibits extreme temper when her kiddie kar is caught in the door. Shall her big brother interfere by loosening the toy, or shall he ignore her difficulty?

8. How may we help children overcome fear? (*Parents' Magazine*, p. 14, August, 1932) (Langdon, Grace, *Home Guidance for Young Children*, pp. 317-319)

OPTIONAL GROUP REPORTS

1. Jack, aged four, has a baby sister whom he pinches and slaps when Mother does not watch. Why does Jack react in this way? Is he just "mean"? Will he outgrow it or does he need our help? Consult your mother on this problem.

2. Discover, through observation, the causes of a child's display of temper. Help him to grow out of it by using one or more of the methods you have learned in this unit.

3. Question the adults in your family to find reasons for their fears. How have they outgrown childhood fears? What fears have you outgrown?

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. Will self-control overcome anger and fear? (*Parents' Magazine*, p. 14, August, 1932) (Fisher and Gruenberg, *Our Children*. Viking Press) (Langdon, Grace, *Home Guidance for Young Children*, pp. 312-317)

2. When Roy is caught "into things" and his mother restrains him she is embarrassed and annoyed by his screams and tears. Nearly always she tries to suggest a substitute interest to distract his attention. Is she proceeding correctly? Are there future dangers involved in her procedure? (*Parents' Magazine*, p. 16, March, 1933)

3. Read and report on: Morgan and Webb, *Making the Most of Your Life*.

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SECTION 7

THE INFLUENCE OF ADULTS ON SMALL CHILDREN

The home atmosphere. Probably there is no greater single influence on the development of the small child than his home atmosphere. About him constantly are being enacted scenes from life. He sees one reaction today, another tomorrow. Attitudes towards others and towards himself are displayed in his presence. They form a code of action and thought which is unconsciously superimposed on him. If he matures properly some phases of this code will be reshaped by his own growing independence. Learnings thus acquired are so important they color his whole life.

One of the most important relationships he meets is that between his parents. He soon knows whether that relationship is wholesome, whether it is directed to a unified purpose, and whether they have respect for each other. Absence of wholesome adjustment, shown in fussing and dissension, affects his attitude toward the parent-child relationship and prepares him for future happiness or woe. "Whatever happens to the child in his relationship with his parents, brothers, and sisters has a result that becomes a part of his personality and is carried into the outside experiences usually throughout life." ¹

Too often an older sister is compelled to devote all of her free time to the care of a small child in the home. This relationship is subtle and so likely to be minimized that it is full of danger. The older child gives too much of her freedom;

¹ *Twenty-eighth Yearbook*, The National Society for the Study of Education, "Pre-school and Parental Education," p. 84, Public School Publishing Co., 1929.

the younger is trained to become dependent. Big sister is too likely to domineer and compel conformity through misuse of affection. When affection leads to exaggerated responsibility on the part of the older and excessive dependence on the part of the younger, well-rounded maturity cannot be expected of either. History is full of incidents of an older brother or sister who delays his own development and career by too devoted care of a younger child. Such devotion may be called forth by deathbed promises or by home ties which, binding too closely, permit no escape.

Oversolicitude makes for selfishness and infantile behavior. Mollycoddles are developed when adults shield the child too much from physical effort and confer on him too many favors. Surround the child with an atmosphere of fair play, kindly consideration, happiness, and respect for responsibility in his formative years. Let each child realize the right to be himself and live his own life. Allow him to grow up.

Home ties are normally broken by vocational choice, distance, marriage, and death. If the family has previously become too firmly bound together, any one of these breaks may become handicaps.

Being consistent. Sometimes the adult sets standards for behavior which a child is expected to adopt. The adult, however, does not adhere to those standards. The child is quick to detect the lack of consistency.

Two-year-old Billy on leaving a friend's house was reminded, "What do you do when you leave?" Forthwith Billy walked up to the adults one by one and shook hands, an act which he had seen Daddy perform. That act of courtesy had been learned by seeing those around him consistently using it.

Too often we find adults laughing at some remark or action which they term "cute," but which proves to be embarrassing later. Can the child sense any consistency

when the repeated remark brings forth approval one time and severe punishment another? Careful consideration by parents of the learning process involved will save many puzzling thoughts on the part of the child and will deter-



Photograph by H. Armstrong Roberts

Helping Grandmother make a pie

Both Sister and Father may be undoing Mother's constructive work of several weeks' or a year's duration. Consistency on the part of all might save much later unlearning.

Have you ever heard adults threatening calamitous punishment if a child does not comply with some request? And have you seen that same threat completely forgotten when compliance was not forthcoming? What effect may that have on the child? One day he is spanked soundly for some trivial act. The next day he is kindly but firmly asked to stop doing the same thing for which he was spanked.

mine for adults the correct action which is to result in positive learnings. Consistent treatment combined with infinite patience is necessary in everyone associated with the child.

Children soon learn that Sister can be inveigled into some form of indulgence by a mere promise, or that Father is better approached on this matter because his standards are easier.

What do you think might be his reaction to such inconsistency? Which method of action is more nearly correct if viewed in the light of obedience? (See p. 281.)

Bribes and rewards. Jane's mother has put a card on the bathroom wall. It has been put there as a reminder for Jane, and every time she washes her hands before dinner a mark is recorded and she receives a dime. The mother does not understand that she is bribing Jane to form a habit of cleanliness and that this same method of bribing may be a serious handicap in initiating and maintaining other habits. Good habits must be built on satisfying acts. Satisfying acts afford pleasure to the child and to the adult. Commendation by the adult is usually the only thing needed to encourage the development of good habits.

How do rewards differ from bribes? The baby is learning to walk or talk. Notice how he looks from one adult to the other for approval and how pleased he is when smiles and pleasant words are forthcoming. The football player is rewarded for his excellent playing by the wild yelling of the spectators. Marie takes home her report card with a mark of ninety-five in French. Her parents remark, "Good work. We are proud of you." Her reward is the satisfaction of having done a thing well and having been commended for it by those who know her best. She has not bargained for something, nor has she been paid in any way by means of a bribe. Rewards are spontaneous means of friendly interest.

Respecting the child's personality. Treat the child with courtesy and respect, so that he may expect it always and automatically treat others in like manner. This means a recognition of him as a personality, not a tolerated nuisance. He is controlled by immature impulses which are not always easy to understand because we bring adult interpretations to them.

His motives are likewise difficult to fathom. Why does he often do what seems so naughty and unco-operative? It is more than possible that these two reactions never occur to him in the light of adult interpretation. Instead, he may be reacting to a totally different stimulus—interest in the task at hand or a great desire to explore or see the curious object nearby. The child who strayed away in the corn-field to pick flowers for Mother was ignorant of the fact that the whole countryside was anxiously turning out to hunt for him. Do you think the relieved parents spanked him?

Treat his questions with respect. Don't twist them into funny, naïve remarks of no value. His questions are one means of learning.

Respecting his individuality by courteous consideration will instill in him the spirit of courtesy and self-respect. This becomes a means of teaching of far greater value than rigid insistence on the mere phrases, "Thank you," "Pardon me," and "Please."

Give him something that is distinctly his own. The knowledge that certain toys in this box, certain books on that shelf, and other objects about the house are his to do with as he pleases, builds up an idea of possession. Later he will readily see why other objects belonging to Sister and Brother need to be respected just as his are.

Nagging may be defined as a continual insistence upon nonessentials. Between adults and children it is often a source of strain and irritation which may actually grow into antagonism. Hostile tension which results from nagging must find an outlet somewhere and is usually released in undesirable behavior. Little wonder that a child whines, sulks, and refuses to co-operate when he is irritated by one or more adults nagging him from morning until night. Put him on a par with the other members of the family. Treat him like any other personality that is sensitive and growing,

and he will cease to be a behavior problem. Children are as grown up as we expect them to be.

Summary. Children are pliable, developing personalities easily molded in one direction or another by those with whom the child associates. We may realize the power of this influence when we consider the learnings the child must acquire and how that acquisition is brought about. Adults correctly modify his learnings by the use of consistent daily treatment, by the rewarding of satisfying acts, by respecting the growing, sensitive personality, and by building an atmosphere of harmony and kindness in the home.

QUESTIONS FOR CLASS DISCUSSION

1. Brother and little Sister had been permitted to stay up late one night because interesting company had arrived. Little Sister had just started to read one of her books when Mother suggested that Brother should take Sister and go to bed. If you were that brother how would you have proceeded?

2. What are the possible causes and outcomes of Sister's remark to little Milly: "I'll let you have the candy but don't tell Father"?

3. Jack is Father's favorite child, an only son, and is coddled so much that he knows that Father will "side" with him in any difficulty. His mother and father have many disagreements over Jack's conduct because they do not adjust their differences. What are the possible outcomes of this parent-child relationship to both home and child?

4. Sonny is an attractive, lovable child of three. Friends and visitors are repeatedly giving him too much attention and admiration. What would you do to prevent him from becoming "spoiled"?

5. Test the attitudes of the adults in your own family toward the learnings of a small brother or sister. (Answer the 22 questions compiled for this purpose on page 81, *Parents' Magazine*, March, 1933)

6. Show how inconsistent treatment on the part of adults may result in misbehavior in a child.

OPTIONAL GROUP REPORTS

1. How important is the parent-child relationship in its bearing on child development? (Gesell, A., *The Guidance of Mental Growth in Infant and Child*, Chap. 10) (Strachey, Lytton, *Queen Victoria*. Harcourt, 1921)
2. Should small children be given an allowance? (Arlitt, A. H., *The Child from One to Six*, Chap. XII)

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. Describe the complex known as "mother-fixation." What causes it? How may it be remedied? What are the difficulties parents experience in attempting to establish correct parent-child relationships? (Goodsell, W., *A History of Marriage and the Family*, pp. 523-527. The Macmillan Company, 1934) and (Gesell, A., *The Guidance of Mental Growth in Infant and Child*, Chap. X. The Macmillan Company, 1930)
2. Read and review: Strachey, Lytton, *Queen Victoria*. Harcourt, 1921.

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SECTION 8

ADOLESCENCE, OR GROWING UP

Having learned something about the problems of childhood we have now to consider the problems of adolescence covering roughly the period from twelve to eighteen or twenty years of age. These problems are often the cause of family disturbances because of the inability of youth to reconcile his viewpoint with adult judgment and because of the adult's lack of appreciation of youth's problems. Another cause of misunderstanding may be the emotional instability so characteristic of this period when youth is "finding itself."

In this discussion of childhood it was very easy to think of children objectively since we have left behind the period of childhood. Some readers of this book are still within the period of youth or adolescence. They may want to ask themselves whether the characteristics described in this section belong to them or their friends.

The characteristics of the adolescent period indicated here do not apply to every case or at all times. Indeed, there is such a great difference between the traits of the different years of the period and so great a difference between individuals, due to the development of individuality, that there is need of wise discrimination in judging any particular case. We shall take up first the chief characteristics of the adolescent period and then the needs that must be met if the youth is to come into his own as a mature man or woman.

Adolescent characteristics. *Physical characteristics.* The period of adolescence includes the years of most rapid

growth, and greatest change physically. From fourteen to sixteen, boys show the greatest per cent of growth in both height and weight of any time in their lives except during the first two years of infancy. The same extraordinary development comes to girls about two years earlier. Girls have practically completed their normal youthful growth at sixteen. Boys continue to grow, but with constantly decreasing rapidity, up to the age of eighteen. There may be some growth even up to the age of twenty-five, but it is not great during these later years. In many cases so rapid is the growth during the earlier years of the period that it results in growing pains, real physical pain caused by the stretching of muscles which have failed to keep pace with the bones to which they are attached. It is literally true that they are growing so fast that it hurts. As an accompaniment and partial result of this rapid growth there is the well-known awkwardness of youth and the consequent mental embarrassment. Hands and feet are too large and too many, there is no comfortable place for them. The youth has not found himself.

When we turn from the growth of the body as a whole to the special development of its different parts, we find some interesting facts. The heart increases greatly in size and contractile power, and the blood pressure is tremendously augmented. Lungs and chest expand. In boys the beard appears, and the voice changes. In girls there is a general rounding of body contour, and broadening of hips and pelvic region. In both, there is the development of those parts that mark sex differences, the organs that are concerned in the perpetuation of the species.

This growth of the body is accompanied by a corresponding increase in its powers. With the growth of muscular power all over the body comes increased muscular efficiency in all sorts of manual effort. There is enlarged energy and

impulse to activity in many directions, often alternating with periods of mental depression, physical inactivity, and apparent laziness. In girls menstruation begins and along with it the imperative necessity of regular functional habits and proper periods of rest and relaxation. In boys there is the power and the need of prolonged and strenuous effort to work off healthy superfluous energy. From fourteen to sixteen in boys and from twelve to fourteen in girls, the period of most rapid growth, there are fewer deaths, and there is greater vitality than at any other time of life, although just preceding and just following the advent of puberty, the body seems more subject to disease and less able to resist its attacks. However, there is likely to be considerable temporary illness throughout the period, due in great measure to the momentous changes going on within the body and lack of adjustment of part to part.

In all of this growth and change the body as a whole takes on the form, size, and functions of early maturity. The shape and powers of the youth of eighteen are strikingly different from those of the lad of twelve, and this statement is even more evidently true of the girl. The boy has become a man, the girl a woman, each with capabilities infinitely beyond those of childhood.

Intellectual characteristics. It is only natural to expect that these physical changes should be accompanied by corresponding changes in the entire mental life. There are new sensations, more prolonged attention, clearer perception, finer discrimination, saner judgment, and more logical reasoning. Early in the period the youth is interested in things rather than in theories, though there is a growing interest in the latter. Imagination makes wonderful flights; the adolescent sees visions and dreams dreams. His intellectual life is broadened, and he becomes interested in many things, turning from one to another with astonishing

rapidity. His persistence is not great, but it grows with each year, and before the close of adolescence he may have found his vocation. He is also capable of increasingly prolonged and strenuous effort. He is no longer satisfied with mere facts; he wants to know the reason, the why and how of things. He has great confidence in his own judgment, often ignoring that of his elders. At times he may have great difficulty in reconciling his own attitudes with those of the adults about him. Perhaps this is a result of his desire for independence. Adolescence is marked by growth in judgment and self-control. Neither comes suddenly. It is a gradual growth.

His intellectual life is likely to include much besides the subjects studied in school. Sports, games, dress, ideals, and social relations occupy a large place. More or less prominent among the thoughts and feelings of youth are those pertaining to sex. Owing to differences in temperament, environment, and training, these thoughts and feelings vary greatly with different individuals.

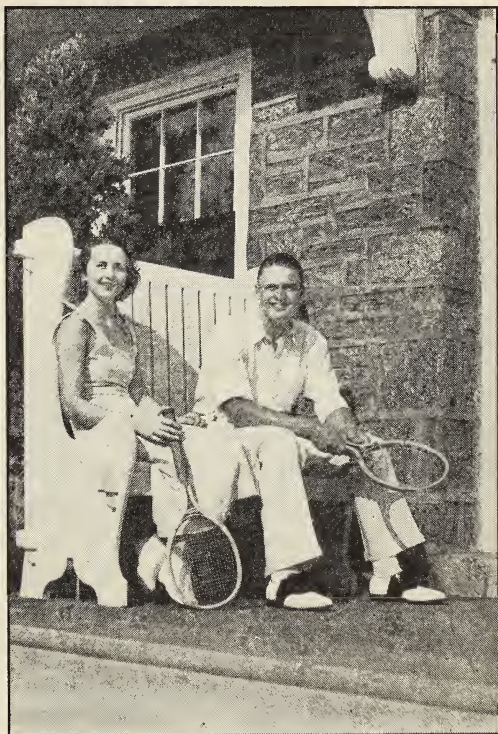
Emotional characteristics. Adolescence is "the birth time of the feelings." There are both new emotions and greater intensity of those formerly experienced. The enormous increase in physical energy seems to find one outlet in intensified feeling. Ordinarily this feeling manifests itself in loud demonstrations, but sometimes it is like a hidden fire. In any case the adolescent likes or dislikes a person or thing as never before. He *must* do this or he just *can't* do that. He speaks in superlatives because he feels superlatively. Moderation is not now a virtue with him. Yet he does not always feel the same way. He is a creature of moods and impulses, on the heights today, in the depths tomorrow; or the period of elation may continue for several weeks, to be followed by a corresponding time of depression and inactivity.

Among the objects of these feelings may be mentioned

personal relationships, social doings, matters of conscience or religion, nature, sports, dress, fads, subjects of study, or any topic of temporary or permanent interest. He easily becomes enthusiastic over a small matter; for the time being it is all important. He is especially susceptible to religious impressions. Under the influence of normal religious teaching in home and church he feels his own shortcomings, his need of a worthy object of worship, as never before. His is pre-eminently the age of religious conviction and conversion to the religious life.

Social characteristics. The normal adolescent cannot live unto himself; he is being born, or has been born, into society.

To the earlier tendency of boys and girls to belong to groups limited to their own sex, there is now added interest in the other sex. The "gang" or "bunch" or "set" ultimately widens to include all society, and the interest in the other sex leads to the social unit, the family. The adolescent usually thinks it necessary to conform to manners, customs, and codes of the group to which he belongs. If he becomes



Photograph by H. Armstrong Roberts

Friendships should be varied.

selfish and domineering, as occasionally happens, his views are sometimes accepted or tolerated by the group to the end that harmony may prevail. Is this ever true of his family? The small boy shows his desire for social approval by standing on his head, chinning a bar, wriggling his ears, or performing other acrobatic feats. The adolescent uses other means. He indulges in current slang, boisterous scuffling, and attempts at wit. Desire for approval influences his choice of clothing. An evening's social function can be spoiled for a girl if she does not wear a dress of the correct degree of formality. If the prevailing style requires brightly colored corduroy trousers, loose socks, no tie, no hat, slick, greasy hair, unhappy is the chap who cannot conform even though the fashion may be short-lived.

The gregarious or group interest impulse may turn upon itself and defeat its own purpose. Adolescents sometimes develop an inferiority complex because they do not understand the technique of making friends. The result may be painful self-consciousness and timidity.

Other characteristics. Besides the psychological and physical characteristics enumerated in the preceding paragraphs, there are certain other significant traits of the adolescent period which cannot be so clearly classified because they are combinations of two or more main elements. There is of course no sharp line of demarcation between the periods of childhood and youth. Many of the traits of the earlier years are carried over into the later, while some peculiarly adolescent traits appear as early as the age of twelve. Chief among the former are the play instinct and the sporting impulse—hunting, fishing, camping and the like. Games become more strenuous as the years pass, and skill plays a greater part in them. Baseball, football, athletic sports, and even prize fighting appeal strongly to the boy, and to become a star in one of these fields is often the height of his ambition.

Adventure, especially when it is spiced with a bit of danger, has for him, and for her also, the strongest fascination.

Although his many enthusiasms should be not only harmless but helpful as well, they may be mixed with wild and irresponsible folly, resulting in mischievous pranks, hoodlumism, and vandalism. The impulse to disorderly activity is sometimes very strong. Adolescent impulses are so strong that unless the youth has acquired habits of thoughtfulness and self-restraint, he is prone to indulge in them to the full. On the other hand, he may make moderation and self-control the ideal virtues.

Sometimes his visions and dreams refer to his own personal happiness; at other times, they are thoroughly unselfish and concern the welfare of relatives, friends, or the world at large; but they are distinctly personal in their content. Sometimes he soars too high and at last comes to earth with a thud. He may only dream but he may both dream and do. In the former case he must be awakened; in the latter, he grows to his full stature.

Of boys especially, it may be said that the "gang" spirit of earlier years often persists far into this period and makes possible united action for good or for ill. They are usually more awkward and bashful than girls, and in their attempts to conceal embarrassment, they are frequently rude and noisy. They often seize upon a very small incident to determine their judgment of a person or an act, a thing so small as to seem utterly insignificant to others. In the main, however, their judgment rings true. Sooner or later the youth is drawn to the opposite sex. His first love may be a woman much older than himself. Such a love is little short of adoration and in many cases is most helpful. A boy's mental attitude toward the other sex may be of the basest or the purest sort according to the ideal he has formed of a woman's

character. Possibly nowhere else are first impressions more potent for good or ill.

Girls are, for the most part, less awkward than boys. They are sometimes careless of physical appearances but often are extremely fastidious. Dress, especially personal adornment, rises to sudden and surpassing importance. In society, of which they are very fond, they frequently, when free from restraint, talk loudly, scream, giggle, and tell the veriest secrets to all their acquaintances. Timidity and boldness strive for mastery. Not infrequently a girl has a "crush," the object of adoration being a woman teacher or another girl, usually a little older and stronger than the victim. In such a case she loses no opportunity to shower favors upon the object of her fascination. She willingly denies herself that she may secure appropriate tokens of her affection. Such attachments are not to be encouraged though they rarely result in injury.

A girl's first love affairs are usually like evanescent dreams. They are too romantic to last. However commonplace her admirer may be in reality, he is for her Perfection. Even before he has appeared to her in person her imagination has pictured him as the knightliest of men and altogether devoted to herself. Now that he has come, that same power enables her to overlook his shortcomings. Girls are sometimes indifferent to the other sex, but such cases are rare. Occasionally timidity or fear prevents them from responding to attentions offered, but the first indication of preference under proper conditions, usually wakens the new nature within them. Seldom are girls interested in boys of their identical age because they seem immature.

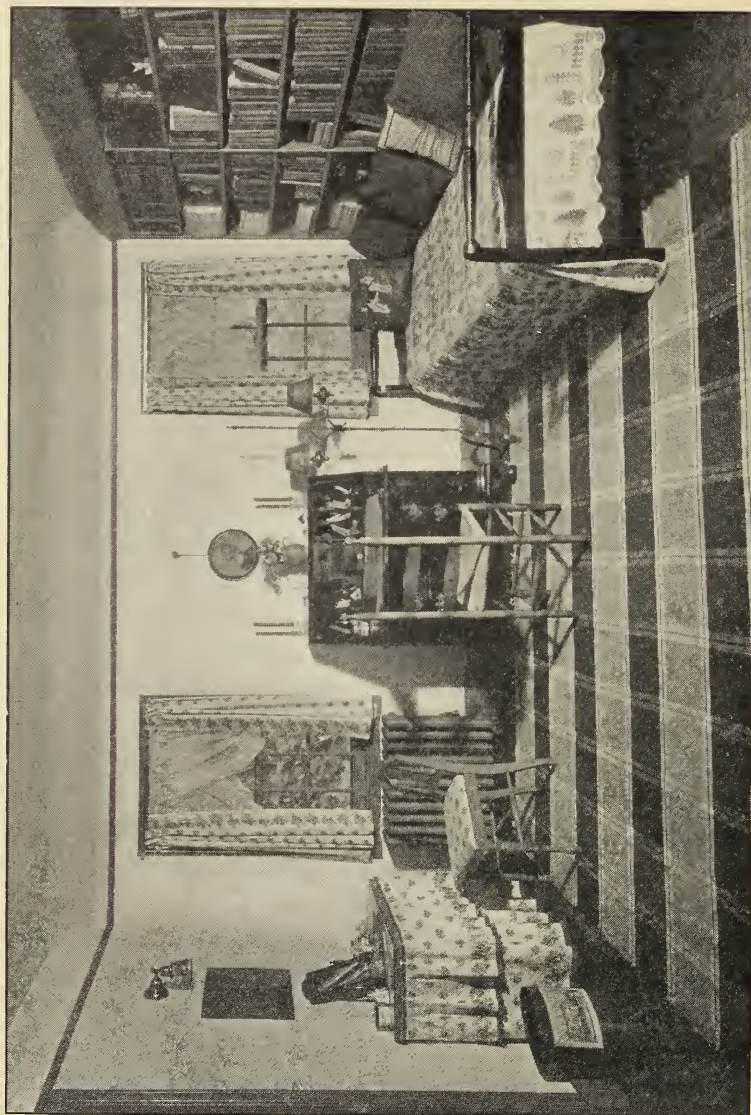
The early loves of adolescence are, for the most part, as fleeting as the many interests characteristic of the age; but in some cases their intensity and the lack of proper restraint on the part of parents or guardians, and occasionally the

unwise opposition of those interested, lead to hasty and unhappy marriages. It is not always easy for parents or friends to know when to keep hands off. In most cases the early experiences are entirely harmless, if not actually helpful in the development of character and knowledge of human nature which makes possible wise companionship and a safe choice later on.

To a great extent, the adolescent is yet the creature of impulse unguided by mature forethought and judgment. His spirit chafes under restraint. Patience and persistent effort are not now his characteristic virtues, but nature and society and his own better judgment are constantly putting him on trial to see how nearly he measures up to the standard of maturity. Toward the close of this period he is likely to give a good account of himself. At fifteen Edison aspired to read the Detroit Free Library entirely through, and he actually accomplished fifteen solid feet of books. The average age of one hundred actors at the time of their first great success was eighteen years. Scott wrote poetry at thirteen. Bryant wrote "Thanatopsis" at eighteen, and Pascal wrote treatises on advanced mathematics at sixteen. At the same age Wagner soared to "the highest peaks of orchestral achievement." The years of adolescence usually give promise of future attainments but there are many notable exceptions. Sir Isaac Newton, Patrick Henry, Oliver Goldsmith, and Ulysses Grant were poor students.

Adolescent needs. What are the problems of the family in helping youth to grow into wholesome, efficient manhood and womanhood? They are based, of course, upon the characteristics and the needs of the period. With the foregoing picture of adolescent characteristics before us, let us consider the needs that must be met.

Mutual understanding. The first and perhaps the greatest need is for mutual understanding between youth and parent.



Photograph by Richard Averil Smith

The adolescent's own room

If it can be continued from childhood into adolescence, the problem becomes relatively easy. Most of the difficulties in the guidance of youth arise from the fact that there is lacking just this mutual understanding which is so necessary if youth and maturity are to work and play together to the satisfaction and benefit of both. Because of the difference in age and experience and present interests, the attainment of mutual understanding is not easy. Youth finds it difficult to understand the viewpoint of maturity with its background of experience and its unselfish desire to help youth avoid the pitfalls that lie along the way and attain the best there is in adult life. On the other hand, it is difficult for parents always to recall their own youthful experiences and to realize that changes in social life since the time of their youth may require conduct different from that required under earlier conditions. It would be helpful in cases of difference or misunderstanding if each would ask himself, "What would I do if I were in the other's place?"

The adolescent should be treated by his superiors as a person, and as one who is entitled to a certain amount of consideration because of that personality. Violation of his sense of personal dignity is for him a grievous offense and not easily forgotten.

Physical needs. Plain, nutritious food, plenty of fresh air and exercise, an abundance of sleep, and regular habits are the main requirements for normal, healthy development. Girls, particularly, should be taught the double necessity of sufficient regular exercise and of periodic rest and relaxation. There is more danger that boys will exercise too little than too much, although caution is occasionally needed. Sharp, severe exercise, either in sport or labor, is a most excellent tonic, moral as well as physical.

Intellectual needs. The mental changes are as great as the physical. A totally new function, the greatest of life, has

come into being, and with it a new sphere of sensation and feeling. Sense, imagination, reason, and especially the emotions, are quickened and enlarged. The calls of sense as well as of the spirit are louder than ever before. To which shall he yield, and when, and how far? To put him in the way to answer these questions wisely for himself should be one of the main ends of his training at this time. It is only as a boy or a girl gradually comes to exercise his own judgment and make his own decisions in meeting life's difficulties that he acquires independence. Boys tied to Mother's apron strings and Mother's darling baby girl, aged seventeen, are not being prepared to face the realities of life. We learn by doing. Others cannot make our decisions.

Emotional control. The prominence of the self or ego and of the emotions in the life of the adolescent creates an important problem in emotional control. Youth must learn the necessity of inhibiting or restraining the expression of the ego and the emotions, but he should also learn not to carry that restraint too far. Continuous smothering or bottling up of emotion may make him unhappy, sullen, and rebellious. Smothered emotions may sometime explode. Or, if there is too much inhibition of the ego, it may lead to lack of self-confidence and the so-called "inferiority complex," an insistent feeling that one is inferior to others and therefore not able to compete successfully in the battle of life. A person so inclined is likely to withdraw into himself and find his satisfaction in daydreaming, in imagining accomplishments that he does not reach. He needs encouragement to face the facts of life squarely and to overcome the obstacles that impede his progress. On the other hand, the person who gives free rein to his ego becomes a braggart and a snob, constantly seeking an alibi for his failures and snubbing those whom he regards as his inferiors. Have you ever heard that "The teacher was partial," "The examina-

tion was unfair," "They all seem to pick on me," "The world doesn't give me a square deal," "She fails to understand me," "I haven't had a chance"? It is sometimes called "passing the buck." You remember the fable of the fox and the grapes. Why did the fox say he did not want the grapes? Because they were sour?

Social enjoyment. Still another need is the opportunity for social enjoyment under proper conditions. Boys and girls should mingle freely in a social way and attempt to understand one another. It is an opportunity to learn more of human nature. But unfortunate is the "girl crazy" or "boy crazy" youth who has been so restricted or restrained in his friendships that his interest in one individual is exclusive. The occasional person who does not like people and avoids groups we regard as queer and we speak of him as anti-social. He is likely to be warped emotionally and to think that everyone is against him. This attitude may result in a wrong opinion of self and in consequent failure in a career. Young people should be encouraged to make many friends and acquaintances.

Objective interests. During these years the thoughts should be directed toward things outside the self. Objective interests are most healthful—games, sports, social enjoyments, art, music, work, a relaxing hobby, and studies. Good books are a powerful help. The novel or motion picture of sensational adventure appeals strongly to boys just as the sentimental type does to girls, but as an exclusive diet there is hardly anything worse. Ideals of life are absorbed with great readiness during this plastic period and trashy reading tends to cultivate a false taste, to establish wrong ideals, and to cause general dissatisfaction with actual conditions of life. Biography, history, nature study, science, classical literature, the story of heroic achievements, and certain classes of fiction, are of inestimable value in creating a

healthy thought life and stimulating worthy ideals. Many adolescents are omnivorous readers. In general, it is a commendable trait, but occasionally one reads too much for physical health or good mental digestion. Adolescent interests are likely to be many and fleeting. It is well enough to have a variety of interests and to let them have their day, for they mean just so much versatility of power and interest in later years. Adolescence is the age of many-sided aspiration and broad but not profound achievement.

Responsibility. The adolescent is prone to assert his independence. That independence should be recognized and encouraged as far as circumstances will permit; but along with it must go a sense of responsibility. He is beyond the power of forced control, even if that were desirable. Self-control on the basis of thoughtfulness and good judgment must be developed. The consequences of his conduct to himself and to society must be carefully considered; and, as far as is practicable, he should be led to decide for himself, before acting, whether he is willing to face these consequences.

Summary. The problems of adolescence grow out of the many changes and the rapid development that take place during this period. They are based upon the characteristics and needs peculiar to the age—physical, intellectual, moral, and social. The basic requirement for the solution of these problems is mutual understanding on the part of parents and youth, an attitude that is difficult to attain because of the differences in experiences and point of view.

QUESTIONS FOR CLASS DISCUSSION

1. What are the adolescent's views toward parent-child relationships? How would adolescents meet certain situations if their positions were reversed with that of their parents?
2. A sane, sensible test of decisions to arrive at concerning

twenty varying situations arising in adolescent life are given on pages 46, 47, 48 of the June, 1933, issue of *Parents' Magazine*.

3. Why may sisters in the same family, brought up in the same home and community, with the same parents, differ in their reactions and adjustments to problems of living?

4. What more is environment than the physical surroundings of home and community?

5. How may one overcome self-consciousness? (Morgan and Webb, *Making the Most of Your Life*, Chap. XXI)

6. What are the secrets of personal charm? (Morgan and Webb, *Making the Most of Your Life*, Chap. XXIII) (*Parents' Magazine*, p. 13, September, 1931) (Webb and Morgan, *Strategy in Handling People*, Chap. XVII)

7. Do you have traits which people like? (Laird, *Why We Like Some People*, pp. 30, 31, 32. Mohawk Press)

8. Are ideals out of date? (*Parents' Magazine*, p. 24, May, 1933)

9. Must a girl pet to be popular? (*Parents' Magazine*, p. 20, June, 1932)

10. How important is leisure activity? ("New Tools of Leisure" by Karl de Schweinitz in *Family Life Today*, Chap. IX. Edited by Margaret Rich, 1928)

OPTIONAL GROUP REPORTS

1. How shall one develop the knack of getting co-operation from people? (Webb and Morgan, *Strategy in Handling People*, Chap. VI)

2. Secure from your school or local library a copy of Kipling's poem "If." Criticize it as a philosophy for growing up.

3. How does your hobby compare with those of great people? (Morgan and Webb, *Making the Most of Your Life*, Chap. XIII)

4. Can you remember faces and names? (Morgan and Webb, *Making the Most of Your Life*, Chap. XIV)

5. How do handicaps and criticism affect adolescents? (Morgan and Webb, *Making the Most of Your Life*, Chaps. III-V)

6. Such successful people as Edison and General Joffre learned

to concentrate. Their methods are worth investigating. (Morgan and Webb, *Making the Most of Your Life*)

7. What methods have noted people used in building friendships and making people like them? (Webb and Morgan, *Strategy in Handling People*, Chaps. II, III, XIV)

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. What vocations are we fitted for? (Kitson, *How to Find the Right Vocation*, p. 18. Harpers, 1929)

2. What is the correct technique of getting a job? (p. 101, *ibid.*)

3. Why do women find a career harder than men do? (p. 168, *ibid.*)

Other books which will help in the job of choosing a vocation:

Filene, C., *Careers for Women*. Houghton Mifflin, 1920

Hatcher, O. L., *Occupations for Women*. Southern Women's Educational Alliance, 1927

Gowin, E. B., Wheatly, W. A., Brewer, J. M., *Occupations*. Rev. ed. Ginn, 1923

4. Oftentimes the careers of successful people inspire one to greater accomplishment. What may Jane Addams or Marie, Grand Duchess of Russia, contribute to one's life. (Ferris, *Five Girls Who Dared*. The Macmillan Company, 1931) (Ferris, *When I Was a Girl*. The Macmillan Company, 1930)

5. Review either of the mentioned plays to show the result of mother-fixation:

The Silver Cord

Another Language

6. Read and report on:

Overstreet, H. A., *Influencing Human Behavior*.

Jastrow, J., *Keeping Mentally Fit*.

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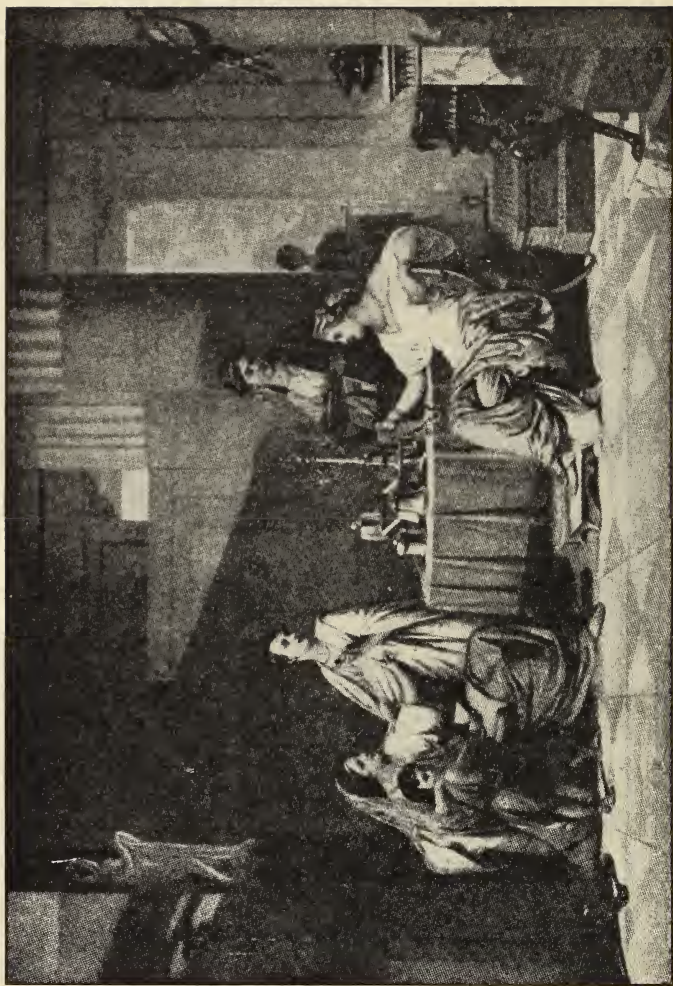
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UNIT FIVE
THE FAMILY AS AN INSTITUTION



Cornelia, mother of the Gracchi

SECTION I

THE STORY OF THE FAMILY

In the Introduction we said that the family is one of the five institutions that have been most influential in making our present civilization, the other four being the school, the state, the church, and the vocation. In succeeding pages we studied some of the features of the modern American family and some of the everyday problems of family life. In this unit we turn to a brief discussion of the family as an institution, since it is only through an understanding of its place as a unit in the development of civilization that we can appreciate fully its importance in modern life. And first a brief sketch of family life at different periods and among different peoples.

The origin of the family. By the family we usually mean in this discussion a group of persons consisting primarily of father, mother, and children, with other relatives who may be living in the home, such as grandparents, uncles, and aunts. The word is also used to denote a group of families, for example, the patriarchal family of the Orient, which will be described later.

Intimately connected with the question of the origin of the family is that of the origin of marriage. By marriage we mean the more or less permanent association of a man and woman in the work of the family and the rearing of children. Scientific students of the subject tell us that marriage had its beginning in the family rather than the family in marriage, as we are now accustomed to think. That is, the parents, a man and woman who had been living together,

continued to live together because they saw the helplessness of the child born to them and his need of the continued care of both parents. Westermarck, one of the leading authorities in this field says, "Marriage and the family are the most intimately connected with one another: it is originally for



An artist's conception of primitive family life

the benefit of the young that male and female continue to live together."¹ It is interesting and significant that at the very beginning of the family the permanence of the marriage relation was based not upon the attraction of the man and woman for each other but upon the needs of the children.

¹ Westermarck, E., *A Short History of Marriage*, p. 30. See also Fiske, John, *The Meaning of Infancy*, Riverside Educational Monographs, pp. 29-30.

Concerning the earliest forms of human sex relationships there are two chief theories: one that there was complete promiscuity, as there is now among some kinds of animals; the other, that pair marriage, the union of one man and one woman, was the original form from which all other forms are deviations. Recent investigations of sociologists and anthropologists tend to confirm the latter theory.

Forms of marriage and the family. Although the story of the earliest form of the human family belongs to the far distant past of which there is no clear record, we know that there have been several forms of marriage and the family. There is *monogamy*, the association of one man with one woman, usually for life but sometimes for a shorter period; *polygyny*, the association of one man with two or more women as his wives; *polyandry*, the association of one woman with two or more men as her husbands; and *group marriage*, the association of two or more men, frequently brothers, with two or more women, frequently sisters. (The word "polygamy" is properly used to include both polygyny and polyandry.) Monogamy is usually found among peoples in which the numbers of men and women are approximately equal and it is by far the most common form; polygyny, among peoples in which there are more women than men, as in parts of Africa; polyandry, among peoples in which there are more men than women, as in Tibet and south India; and group marriage, among tribes in parts of Australia. Polyandry and group marriage are much less common than monogamy and polygyny.

Different forms of marriage and the family are found among different peoples at different stages of social development. A glance at some of these will show their significance in the study of the family as an institution. We shall consider particularly the primitive family, the patriarchal family, the large group family, and the small group family.

Some features of the primitive family. There is so great variety in the customs of the primitive family, as it has existed at different times and in different places, that it is



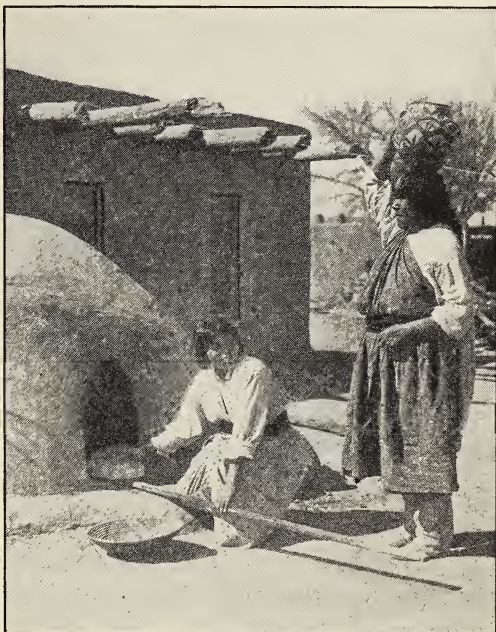
Primitive Indian family

impossible to give a brief account of it that is both accurate and comprehensive. Certain features, however, are common.

How a mate was acquired. The extent to which a man or woman had the right to choose a mate and the means by which a wife was actually acquired, differed considerably. These differences depended largely on whether marriage

was looked upon chiefly as an individual matter, of interest only to the man and the woman concerned, or whether it was regarded as one of primary importance to the family or the clan. In the former case there was much freedom for both the man and the woman; in the latter, parents or other near relatives often selected the mate without considering the wishes of either contracting party. It seems probable that there was much more freedom of choice in the earliest times before there was any property to be considered than later when property considerations became important. The family or clan did not favor alliances

that might lead to the loss of property. As a rule, the man had more right of choice than the woman. Occasionally, the woman was captured by force by the man or his friends and carried off to her new life. In some cases the force was only feigned, there being no real resistance. Men captured in war were killed; women were made wives and servants. Wives were often acquired by purchase, or by exchange, sometimes with, sometimes without, their consent. The price paid or the conditions of exchange were determined



Photograph by H. Armstrong Roberts

Indians baking bread

by bargaining. Betrothal in childhood was common, in which case, of course, the parties chiefly concerned had no choice; but they were sometimes permitted to break the troth if they desired to do so when they reached the marriageable age. Then, as now, elopement was occasionally resorted to for escaping an undesirable mate. In some cases marriage within the tribe, or other specified group, was required; in others, this was forbidden. The marriage of near relatives was usually prohibited, but there were many exceptions.

The new home. The new home was usually established among the groom's people. In some cases, however, he went to the bride's family, of which he became a more or less subservient member, sometimes little more than a drudge. This was more likely to occur if he could not pay the purchase price for his wife and was permitted to "work out" the price in labor. In still other cases the wife remained with her family and he with his, and he was allowed only an occasional visit to his wife. The children belonged to the group in which the mother lived. Inheritance of name and property was sometimes through the father, sometimes through the mother, the latter being probably the more common.

The wife and children as property. In a time when might was right and the law of the jungle held, it was not strange that women and children should be regarded as the property of the husband and father. His legal right to them was based upon his physical power over them and in some cases upon the fact that he had purchased his wife. His desire to hold them as property was strengthened by the fact that they increased his wealth because of the work they could do for him, and his possession of them gave him higher standing in the group. Their contribution was greater than the cost of their maintenance—a condition with which the

present stands out in strong contrast. In the modern family children are usually a source of expense to the parents until they reach the age at which they are ready to establish homes of their own, whereas in the primitive family they more than paid their way in labor. Doubtless this fact was partly responsible for the polygynous family. Children were sometimes killed to avoid the trouble of their maintenance if they seemed to have no economic value.

Division of labor.

The strenuous work of fighting enemies and hunting game naturally fell to the husband because of his greater physical strength. Just as naturally the care of the children and the fixed home, when there came to be one, fell to the wife and mother. The many duties incident to this work called for inventive genius, and women were largely responsible for the invention of the earliest implements and the discovery of primitive methods of agriculture. Dr. Mason ¹ says that "division of labor began with the invention of fire-making, and it was a division of labor based upon sex. The woman staid by the fire to keep it



Courtesy of American Museum of Natural History

Firemaking by friction

¹ From *Woman's Share in Primitive Culture*, by Otis Tufton Mason. Copyright. Used by permission of D. Appleton-Century Co., Publishers, New York, N. Y.

alive while the man went to the field or the forest for game. The world's industrialism and militancy began then and there. Man has been cunning in devising means of killing beast and his fellowman—he has been the inventor in every murderous art. The woman at the fireside became the burden bearer, the basket-maker, the weaver, potter, agriculturist, domesticator of animals—in a word the inventor of the peaceful arts of life."

Education. Children were dependent on the home for whatever education they received. The instinct of imitation and the necessity of providing for their own wants were doubtless the motives that led to the learning by the children of whatever arts were practiced by the parents. In childhood all the children usually remained with the mother, but when boys reached the age of adolescence they followed the father, so that the children learned from both parents the simple arts of life and the customs that were common to the group.

Divorce. Although marriage was sometimes regarded as for life, divorce was generally easy and not infrequent. In some cases it was brought about by common consent of the husband and the wife, although the approval of the leaders in the group was occasionally required. Infidelity, barrenness, laziness, incompatibility, old age, which came early to primitive women, were sufficient grounds for divorcing a wife. It is difficult to discover recognized grounds for divorcing a man, except with his consent. The party at fault, whether husband or wife, was usually penalized in the division of property. Surprising justice was sometimes shown in the distribution of the children as well as in the division of property.

The patriarchal family. After the primitive family in order of development is the patriarchal family, which was found in varying forms among different races, for example among the Hebrews, the Greeks, and the Romans.

Characteristic features of the patriarchal family. The patriarchal family, wherever found, consisted of the patriarch, the oldest male member of the group; all of his sons together with their wives and children; his unmarried daughters; any others, men or women, including servants, who might have come into the group either by capture or by adoption. The patriarch had almost absolute authority over all of these individuals even to the imposition of the death penalty. This authority was generally exercised with restraint and with regard for the welfare of the individual as well as for that of the family. Women, children, and servants were treated as property, belonging to the family rather than to the patriarch as an individual. One of the chief duties of the patriarch was to conserve the property interests of the family; another was to see that the proper religious rites, in which he acted as priest, were duly observed; and a third was to see that suitable marriages were contracted in order that the family might grow as rapidly as possible. This growth was very desirable at a time when men were needed to fight and women to serve as wives and as co-laborers in maintaining the home. In general, it was the duty of the patriarch to conserve the interests of the family as a whole.

Variable features of the patriarchal family. To the features just described, common to all patriarchal families, may be added others that were especially characteristic of different peoples.

The patriarchal family among the Hebrews, as described chiefly in the Old Testament and the Talmud, was particularly well adapted to their wandering, pastoral life, which required a strong directing head to meet the adverse forces of nature and of enemy tribes. Children were trained to respect and obey their elders. There was some polygyny, and concubines were common, particularly where the legal

wife had no children. The brother of a married man who died childless was expected to marry his widow and "raise up seed" that his brother's "name be not put out of Israel." Marriage was held in high esteem and it was regarded as a family affair rather than as a merely personal matter. Marriage within certain degrees of relationship was strictly prohibited. Girls of twelve were eligible to marry. The consent of both parties was necessary. Betrothal before marriage was common, and unfaithfulness on the part of the woman after betrothal was regarded as adultery and punishable by death. The rights and duties of husband and wife were clearly prescribed, the husband being always the more favored. Even in these early times we find the foundation for the loyalty and affection that are characteristic of the Jewish family of the present. Before the Christian era the right of the husband to divorce his wife was practically unrestricted, but a divorced woman retained her dowry if she was innocent of any grave fault.

In the Greek form of the patriarchal family it was the duty of the patriarch to conduct ancestor worship. He held the power of life and death, and it was he who decided whether a child should be saved or exposed to die. He had absolute control over the person of his wife. He chose husband or wife for his children without consulting their wishes. Husband and wife may never have met until the wedding day. If the father died leaving a daughter but no son, his nearest male relative must marry the daughter even if he had to divorce a wife to do it. A father who had no son might give his daughter in marriage with the understanding that the first male child born to her should be given to him as son and heir. Marriage ceremonies were elaborate. The Athenian wife and mother was held in strict seclusion and was given little or no opportunity to develop either intellectually or socially. The Athenian husband was free to seek intel-

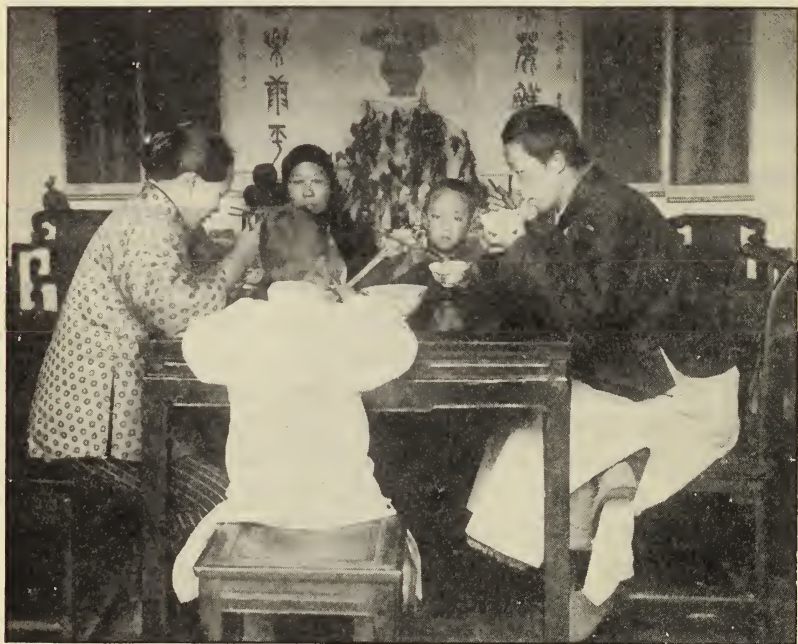
lectual and social pleasure among a class of brilliant, educated women called *hetairæ*; he might also take slaves or captives as concubines. Divorce was easy, especially for the husband, and common. Adultery on the part of the wife was punishable by death, but it was condoned in the husband. The training of children was largely intrusted to slaves and to schools that were provided for the upper classes. These conditions were characteristic of Athens and a few other large cities; in Sparta, women had more independence and commanded more respect.

In the early history of Rome, the father, as patriarch, had complete authority in religious, legal, and economic matters. He was priest, lawgiver, and business manager for his family consisting of wife, children, grandchildren, and slaves. In contrast to conditions prevailing in the Greek family, his wife shared his honors and publicly officiated as the mistress of the home and the mother of their children. Concubinage was permitted, but it was carefully regulated. There was a wholesome family life in which children were trained by their parents to honor and worship their ancestors and to prepare for the duties of citizenship. It was a great day when the boy at the age of sixteen was permitted to exchange the *toga* of childhood for that of manhood.

In the later years of the Roman Empire, family life deteriorated. The bearing and rearing of children was no longer fashionable. Celibacy was common and heirs were frequently secured by adoption. Divorce became disastrously prevalent. Wealth and power and the pursuit of selfish personal interests had wrought a complete change of attitude towards the family and its responsibilities.

The Christian family. In the Christian era, the monogamous family has become almost universal in Christian countries. Faithfulness in the marriage relation has been

demanding, divorce discouraged, the rights of children to life, comfort, and training stressed, and, particularly in the last half century, there has been increasing recognition of the equal rights of men and women. In general the family



By Burton Holmes. From Ewing Galloway

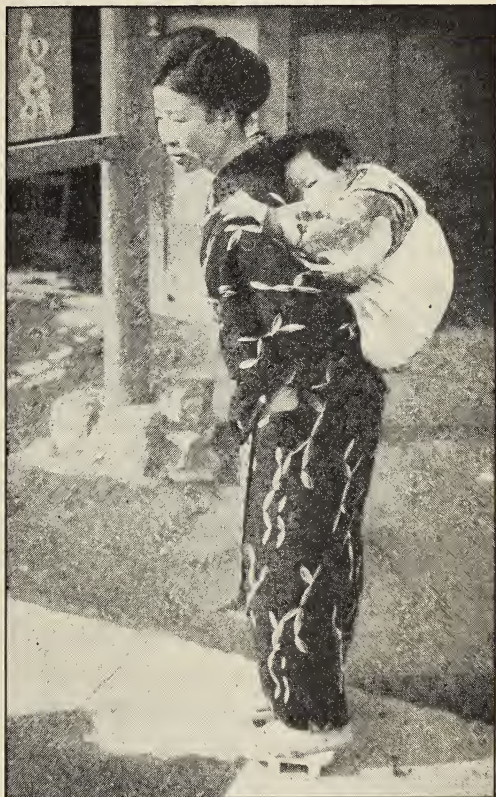
A Chinese family at mealtime

has been regarded as the center of greatest possible comfort and happiness for its members and as the fundamental institution in the conservation of social welfare.

Modern family types. Among modern civilized peoples the family has taken two principal forms. There is the so-called great family, found chiefly in Asiatic countries, and the small family, which is characteristic of western civilization and is almost universal in Europe and the Americas.

The great family, found in China, Japan, and India, re-

sembles the old patriarchal family in many respects. In China and Japan family ancestors are held in the greatest reverence, and filial piety is the highest virtue. The continuity of the family is carefully preserved through many generations. If there is no son, one may be adopted. The family at any particular time may consist of three or four generations, whose resources are pooled for the common good. There is a recognized head, usually the oldest male, who may be an adopted son. It is his business to conserve the interests of the group. He approves or vetoes marriage and divorce and guards the family fortunes. He is responsible for both the material



By Burton Holmes. From Ewing Galloway

A Japanese mother carrying her baby on her back

welfare and the conduct of every member of the family. He has authority, either alone or through a family council, to expel an incorrigible member, who then becomes an outcast with no claim upon family interest or property. The family assumes responsibility for the care

of the aged and poor among its members so that the almshouses of western civilization are not needed. The family, not the individual, is the social unit. In China a well-to-do married man may have one or more concubines. Divorce is not common. In Japan concubinage does not exist as a recognized institution. Divorce is freely granted by common consent of husband and wife or on specified legal grounds and it is very common. In India, when the joint family becomes too large, it is broken up into smaller groups. There is no Hindu word for cousins. All are called brothers or sisters and are treated accordingly. All members of the family contribute their labor and earnings to the common store and all share alike in the use of the family resources and in common pleasures. Father and mother are held in great reverence. The Hindu wife and mother not only manages the internal affairs of the home but she also arranges marriages for her children and becomes the caretaker and guide of daughters-in-law when her sons marry and bring them to the parental home. Divorce is rare, particularly among the orthodox Hindus. Child marriage has long been a characteristic feature of the Hindu family, but among the leaders of India there is growing opposition to it.

The small family is the one with which we are familiar. It consists of parents and children, with grandparents and grandchildren, uncles and aunts, sometimes included. In it, continuity of the family line and perpetuation of its fortunes are regarded as desirable but not absolutely essential. Among European peoples much more than in the United States, parents and other relatives are influential in the choice of a mate; family welfare is considered more important than the personal preferences of the individual. Rarely will a man or woman, even one of mature years, marry contrary to the persistent opposition of his family.

However far the husband may depart from the path of conjugal loyalty, he is likely to be strenuous in his support of the family honor and fortunes. Modern Russia provides the single exception to emphasis on the permanent family as an important unit in society. In the attempts of the Soviet government to subordinate individual interests to those of the State and at the same time to allow equal rights to men and to women, the family has been affected. Men and women are free to mate as they will. A formal marriage ceremony is not necessary although the government encourages the filing of a document signed by the contracting parties as a matter of record and as an aid in arranging a divorce if one is wanted later. Divorce, which is freely granted at the request of either party, is reported to be about as common as it is in the United States. There seems to be a growing disposition among the Russian people as individuals to seek permanency in the marriage relation. It is probably true that although during the period of revolution and adjustment to a new régime the integrity of the family has suffered, the general trend at present seems to be toward re-establishing it.

It is interesting to note that among all modern civilized peoples, the family is regarded as an institution in which the welfare of children and of society as a whole is considered at least as important as the personal preference or pleasure of husband and wife. In most cases it is considered more important. Even personal preference in the choice of a mate, considered essential in the establishment of the American family, is often subordinated to the welfare of the entire family, as determined by the judgment of parents or other guardians of the family interests.

The American family. Family life in America was established under the influence of Christian ideals and in general those ideals have prevailed, although in recent

years divorce has become so common as to threaten the permanence of the home.

The colonial family was traditionally large. Children were an asset in subduing the wilderness and in establishing the family influence. Women's recognized rights were limited. Obedience was a prime virtue. Wives and mothers were as industrious and efficient in caring for the children and the home under the privations of primitive life as were the husbands in fighting Indians, procuring food, and subduing the forests. The story of a day's work of either causes us moderns to wonder how it was possible to do it. Provision for the family's wants was not made in the factory or at the store but in the home. Life was strenuous, but with whole-hearted co-operation it was not unhappy.

Summary. From this brief historical survey of the family we may conclude: Marriage is based on the mating instinct. The family as an institution, that is, as a permanent association of father and mother in the rearing of children, is based on a perception of the needs of the children and willingness to meet those needs. It is probable that in the beginning the family was monogamous. In some cases both men and women were free to choose their mates; in other cases neither had any choice. Wife and children were usually regarded as the property of the husband and father, and with some reservations, he had the right to do with them as he chose. The rearing of children and co-operation in securing food and in maintaining the general economic welfare of the family were regarded as the chief objectives of family life. Monogamy is the only form of marriage relation that is found among all peoples. Divorce, which has been a problem in all forms of the family, remains one of the most serious social problems of the American people.

QUESTIONS FOR CLASS DISCUSSION

1. Name the chief features of the primitive family.
2. How could a man and a woman be helpful to each other in getting a living in primitive times?
3. Name the chief features of the patriarchal family.
4. What are the accomplishments of a good wife as described in the Old Testament, Proverbs XXXI, 10-31?
5. What is the modern view of the theory that wife and children are the property of the husband and father?
6. How do you explain the dominance of man over woman that has characterized most periods of human development? Does it exist today? Is it justified? Was it ever justified?
7. What would be the effect upon modern family life of the practical acceptance of Westermarck's theory that the marriage relation was made permanent because parents perceived that children must have continued care in order to survive?

OPTIONAL GROUP REPORTS

1. The family life of the American Indians or the Eskimos.
2. The family life of the Chinese or the Japanese.

Kiang Kang-Hu, "The Chinese Family System," *Annals of the American Academy of Political and Social Science*, Vol. 152, Nov., 1930

Buck, Pearl, *The Good Earth*, John Day, 1931

Waln, Nora, *The House of Exile*, Little, Brown, 1933

Byas, Hugh, "The Family System of Japan," *Asia*, Vol. 24, No. 4, April, 1924

Etsu Inagaki Sugimoto, *A Daughter of the Samurai*, Doubleday, Doran, and Co., 1925

3. Discuss the statement often made by sociologists that the treatment of women and children is a good measure of the advancement of civilization.

4. Education in the primitive family.

Todd, E. B., *The Primitive Family as an Educational Agency*
Goodsell, W., "Home Training and Education," *A History of Marriage and the Family*, pp. 44-48

5. The home and early school life of a boy or girl in a well-to-do English family compared with that of an American boy or girl of similar position.

6. The influence of Christianity on the welfare of women and children.

Goodsell, W., *A History of Marriage and the Family*

7. Jewish family life as shown in the Old Testament and as it is found at the present time.

Goodsell, W., *A History of Marriage and the Family*

Groves, E. R., *The American Family*

8. Family life in some foreign country, for example, England, France, China, Turkey, India, Italy, Spain.

9. The position of an unmarried woman at different times and among different peoples.

Goodsell, W., *A History of Marriage and the Family*

Groves, E. R., *The American Family*

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. Wife purchase.

Goodsell, W., *A History of Marriage and the Family*

2. Betrothal among different peoples.

Goodsell, W., *A History of Marriage and the Family*

3. Freedom of choice of a mate among different peoples.

Goodsell, W., *A History of Marriage and the Family*

4. Marriage ceremonies.

Goodsell, W., *A History of Marriage and the Family*

5. Child marriage in India.

6. Family life in Russia including changes that have taken place since the beginning of the Great War. Consult magazines and newspapers as well as books.

Field, Alice W., *Protection of Women and Children in Soviet Russia*, Dalton, 1932

Grady, Eva G., "The Twilight of Russian Family Gods," *Ladies' Home Journal*, November, 1931

7. Compare the life of an Athenian wife with that of a Roman wife.

Goodsell, W., *A History of Marriage and the Family*, pp. 88-95, 100, 118-125, 135-138

8. The family as an economic unit.

Goodsell, W., *A History of Marriage and the Family*, pp. 9-12, 34-37, 127-129

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- Groves, Ernest R., *The American Family*. Lippincott, 1934
- Groves, Ernest R., *Social Problems of the Family*. Lippincott, 1927
- Groves, Ernest R., and Groves, Gladys, *Wholesome Marriage*. Houghton Mifflin, 1927
- Groves, Ernest R., and Ogburn, W. T., *American Marriage and Family Relationships*. Henry Holt, 1928
- Lindquist, Ruth, *The Family in the Present Social Order*. The University of North Carolina Press, 1931
- Lowie, Robert H., *Primitive Society*. Boni and Liveright, 1920
- Rich, Margaret, Editor, *The Family Today*. Houghton Mifflin, 1928
- Stoddard, Lathrop, *The Story of Youth*. Cosmopolitan Book Corporation, 1928
- Todd, Arthur J., *The Primitive Family as an Educational Agency*. Putnam, 1913
- Encyclopædia Britannica*

SECTION 2

THE BIOLOGICAL FUNCTION OF THE FAMILY

The word "function" is often used to indicate the particular work or activity that an organ of the body performs. For example, it is the function of the heart to pump blood through the body; of the eyes, to see; and of the ears, to hear. Similarly, the different institutions or units of co-operation of society have special functions to perform. It is the function of the school to educate those who attend it; it is the function of the state to make laws and to enforce them.

Our study of the family in its earlier forms and in its modern forms in different nations showed that it has three functions which can be thought of separately, although they are so closely bound together that it is really impossible to separate them. One of these may be called the biological function, another the social function, and the third the economic function. The biological function, which is to be discussed in this unit, has to do with the procreation and rearing of children. The social and economic functions of the family will be discussed in the next section.

The mating instinct. Nature provides her children with instincts or impulses to do the things that are necessary to the life of the individual and the race. From the standpoint of the individual, food is the most important thing, and hunger drives to the search for it. From the standpoint of the race, the mating instinct is fundamental, and it drives to the search for a mate. Both instincts are natural, and their normal, wholesome satisfaction is desirable. Indeed

the satisfaction of these instincts is necessary for the maintenance of human life. As we have seen, it is upon the mating instinct that the family in its various forms is based. Were it not for this impulse, there would be no family and even the race would disappear. Marriage provides means for satisfying the demands of a natural instinct in the way that is conducive to the greatest happiness and welfare of both the individual and the race, and the family performs its biological function by the procreation and rearing of offspring.

The human offspring. In all forms of life the natural character of the offspring is determined by the character of the parents and the more remote ancestors. In plants and the lower animals certain traits can be bred through several generations so that a new variety is produced. In that way, the great scientist, Luther Burbank, produced the potato that bears his name and many other varieties of plants. The laws of heredity apply to man as well as to plants and the lower animals. The inherited nature of any individual is determined by the multitude of forbears who have had a share in his making. There is more wisdom than jest in the saying that the first step to success in life is choosing good grandparents. A man or woman has but two chances to determine the native character of his offspring. One is found in so living that he can pass on the best that is in him, the other in the choice of a mate.

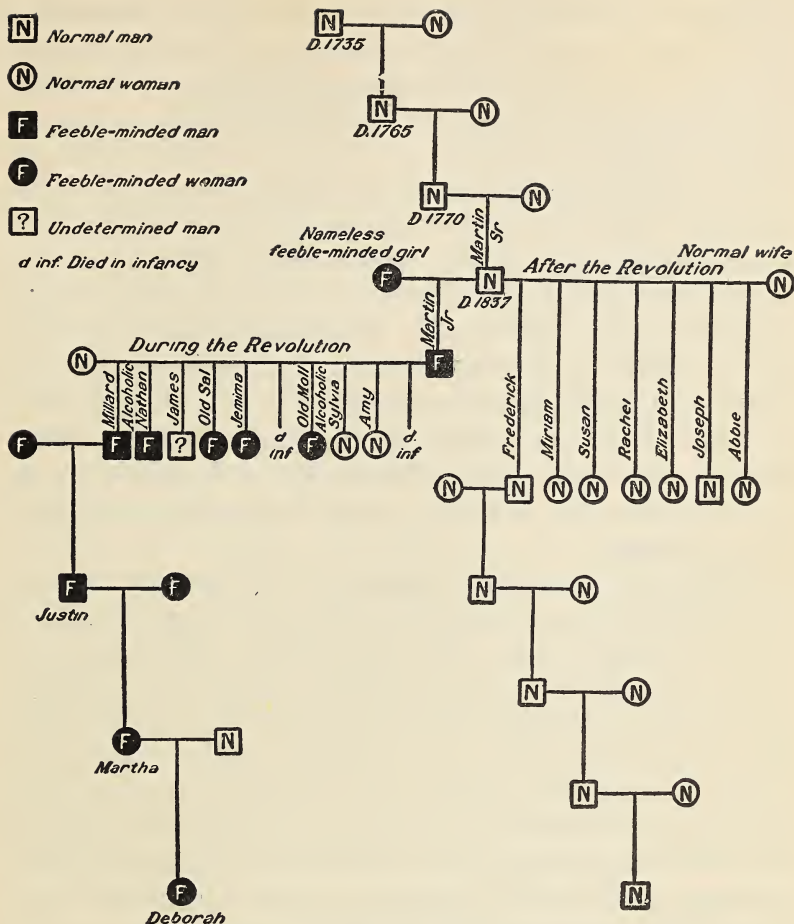
Family resemblances, apparent all around us, show the working of the laws of heredity. However, the offspring do not always resemble their parents either in personal appearance or in disposition. A striking feature of one parent may skip one generation and then reappear in a later generation; that is, it may miss the children but appear in the grandchildren or later. About the middle of the last century an Austrian monk named Gregor Mendel conducted

a series of experiments with peas which enabled him to discover what has become known as the Mendelian law of heredity. He found that tallness and a yellow color and a wrinkled skin, which were characteristic features of one of the parent peas, could be expected to appear in succeeding generations in certain fixed proportions. The story is too long to tell here but you may want to look it up, for it shows what may be expected in human inheritance as well as in plants.

There are two other well-known studies which show how the laws of heredity work among human beings. In the time of the American Revolution a feeble-minded girl gave birth to a boy who became the father of a long line of feeble-minded, degenerate descendants. The father of this boy was a young man of good ancestry who afterward married a girl of equally good ancestry. Their descendants include men and women of the highest type who have been useful members of society.

In his book, *Heredity*,¹ Dr. A. E. Winship tells a story that shows the results of heredity in two families. The original ancestor of the Jukes family was a man of low mentality who lived in a miserable shack and subsisted largely on what he could gather from neighboring farms. He had two sons who married women of character like their own. From these sprang a host of descendants. Twelve hundred members were found, many of whom lived at the expense of the state in asylums, almshouses, and jails. It was estimated that these twelve hundred cost the State of New York an average of one thousand dollars each for care in institutions or outside, besides being morally harmful in the communities in which they lived. In striking contrast with this family is the family of the Edwardses. Jonathan Edwards, a man of great ability and high character, married

¹ *Heredity* is a revision of *Jukes-Edwards, a study in heredity and environment*.



The Kallikak family

Of the 480 descendants of this branch of the family 143 (21%) were feeble-minded; only 46 (9%) were normal; of the rest 189 (68%) are still undetermined. 24 were confirmed alcoholics; 3 were criminals; 3 were epileptics; 82 died in infancy; 41 were degenerate.

Of the 496 descendants of this branch of the family, none were feeble-minded, and all were good citizens. Among them were doctors, lawyers, judges, educators, traders, landowners—men and women prominent in every phase of life. Only 2 were alcoholic.

a woman of similar standards, and their numerous descendants have occupied many positions of prominence and influence as lawyers, physicians, professors, university presidents, and statesmen. They served society instead of being a burden to society.

Of course the influence of environment as well as of inheritance must be taken into account in considering the character and work of these two families. Many instances might be cited of persons who have conquered a bad heredity with the aid of a favorable environment and their own efforts. There is no doubt, however, that heredity is a great factor in determining the possibilities of all forms of plant and animal life, including human beings. Physical weakness, low mentality, criminal tendency, or any other prominent characteristic, whether good or bad, is likely to appear in descendants.

Nurture of the human offspring. Nature does much in providing the impulse to procreation and in producing offspring according to the laws of heredity. Her purpose is not accomplished, however, until the offspring is brought to maturity in condition to do its share in the world's work. The young must grow up. In the case of the human offspring this requires a period of years during which it is the function of the family to care for it. In the lowest forms of animal life the young require and receive no care from the parents, consequently multitudes perish to one that survives. The human animal produces usually but one offspring at a time. If it were not cared for during the period of dependence it would perish and the biological function of the family would fail. Hence, the need of nurture in the form of food, clothing, shelter, and education.

Food. The first requirement of infancy is food. Nature has provided that this food shall at first be furnished by the mother. In many instances, however, the human mother

is not able to supply food sufficient in quantity or suitable in character and the baby does not thrive. Determination of the food requirements of individual babies has become a problem requiring the best scientific judgment on the part of medical experts, and the administration of these requirements by mother or nurse requires intelligent skill of a high order. The terrific mortality among babies that was common in primitive times and even up to the nineteenth century can thus be avoided but at a cost of effort and money that were entirely unknown to the primitive family. Moreover, the food problem does not end with infancy. The amount of food and the proportions of different food elements remain problems of importance during the growing years and indeed throughout life. It is one function of family life to solve these problems.

Shelter and clothing. Protection from the elements is the second fundamental requirement of infancy. The primitive family lived in the open, close to nature, and this life developed remarkable resistance to the unfavorable factors of weather and climate. Civilized life has increased man's sensitiveness to climatic and weather conditions but it has also increased his knowledge of the best means of protection. From babyhood to old age the kind and amount of clothing that are most conducive to health and comfort constitute biological problems for the family. The current theories and practices regarding the direct exposure of the body to air and sun are illustrations of modern attempts to solve these problems. These efforts appear also in plans for shelter, the house or apartment, which makes home planning on the material side such an engrossing occupation. How to combine the advantages of living close to nature with the demands of modern civilization has become a vital problem for housewife, architect, and builder.

Education. A fourth factor in the nurture of the child is education. The purpose of education is to make the child independent of the care of parents and at the same time an intelligent and willing co-operator in the life and work both of the family and of society. If he does not become independent he remains a burden on those who must support him, and if he does not become co-operative he fails biologically in that he does not contribute his share in the struggle for life. Education gives him some knowledge of what the human race has learned about itself and about nature during the countless generations of its existence. History, science, literature, and art contribute, each one its share, to the great social inheritance which is so important in making each generation a little better than the one preceding. In this work the service rendered is both biological and social. The importance of this contribution of the family to biological and social welfare has been clearly shown in Unit Four in the discussion of the determining influence of nursery-school training upon the later character of the adult.

Summary. The family functions biologically, that is, contributes to the production and development of life, by providing a wholesome means for the satisfaction of a normal mating instinct, by producing offspring under the natural laws of heredity, and by nurturing that offspring through necessary provision of food, clothing, shelter, and training for independence and co-operative service in the family and society at large.

QUESTIONS FOR CLASS DISCUSSION

1. What do we mean when we speak of the function of an organ of the human body or of a part in a machine?
2. What are the three functions of the family named in this unit? What do you understand by each?
3. Tell of something that clearly illustrates heredity among plants, animals, or persons.

4. Which do you think is more influential in determining success in life, heredity, or environment? What other factor must be considered?

5. What are the four factors in nurture named in this unit?

6. Why should muskmelons and pumpkins not be planted close together?

7. Name some animals that give little or no attention to their offspring after birth or after eggs have been laid.

8. Make a list of animals that show variety in the period of infancy or dependence on parents and compare them with reference to their intelligence.

OPTIONAL GROUP REPORTS

1. The life and work of Luther Burbank.

2. The significance of Luther Burbank's scientific work for family welfare.

3. Mendel's experiments with sweet peas.

Schmucker, S. C., "A Monk and His Peas" in *Heredity and Parenthood*, pp. 15-32

4. The story of the development of durum wheat.

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. Review Goddard's *The Kallikak Family*.

2. Review Winship's *Heredity*.

3. Tell the story of the development of some breed of horses, cattle, or hogs.

4. Review the article by Jennings, Herbert S., "The Biological Basis of the Family" in *Family Life Today*, edited by Margaret E. Rich. Found also in *Twenty-four Views of Marriage*, edited by Clarence A. Spaulding.

5. Review the article by Binkley, Robert C., and Binkley, Frances Williams, "The Function of the Family" in *Twenty-four Views of Marriage*, edited by Clarence A. Spaulding.

6. Review "The Flower and Its Story" or "Why We Have Two Parents" in *Heredity and Parenthood*, by Schmucker.

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- Schmucker, S. C., *Heredity and Parenthood*. The Macmillan Company, 1929
- Spaulding, Clarence A., Editor, *Twenty-four Views of Marriage*. The Macmillan Company, 1930
- Any textbook on biology
- Encyclopedia Britannica*

SECTION 3

THE SOCIAL AND ECONOMIC FUNCTIONS OF THE FAMILY

To the creative or biological function of the family, discussed in the last unit, must be added the social and economic functions. What does the family contribute to its members in the way of satisfying their social and economic needs?

Training children. We have seen that perception of the child's need of continued care by the parents was one of the basic influences in the origin of marriage and the family. This care may be considered as the first element in the social function of the family. It extends beyond the preservation of life and health as discussed in the last unit, and includes the training of the intellectual and spiritual faculties that make the child a potential member of human society.

No other animal is as helpless as the human infant at birth; but none gives so much promise of future accomplishment, if it receives proper care during the years of helplessness and the following years of impressionability and further growth. The animal that is governed wholly, or almost wholly, by instinct is more independent at birth, develops more rapidly, reaches maturity within a few weeks or months or at most a few years, and dies. The human animal, guided by reason as well as by instinct, can learn and develop through a long period of years. One function of the family is to provide opportunity for this learning and development.

Professor E. L. Thorndike¹ says that "man's power to change himself, that is, to learn, is perhaps the most impressive thing about him." This ability to learn makes it possible for every child to add to his physical inheritance a great "social inheritance." By social inheritance is meant all the knowledge and experience that have been gained by previous generations and preserved in books or customs or social institutions of whatever sort. Through the care of parents and teachers the habits and attitudes which physiological and psychological research have shown to be most conducive to the child's later welfare can be established early in the period of his dependence. As he grows older and more independent, he can enter upon the larger social inheritance of scientific knowledge and social culture that is open to everyone who can and will take it. The opportunity and the incentive to do this can be provided by no other agency as well as by the family. It is unfortunately true that many parents are lacking in knowledge of how best to train their children or in the will to put their knowledge into practice. Notwithstanding this fact the family and the home constitute the best-known institution for the training of children to become happy adults and useful members of society. The school and the church, important as they are, cannot do all that the home can do. This is particularly true because, as recent investigations in child psychology have shown, the habits and emotional attitudes established in the first two years of life are important determining factors in the character of adult years. Statistics show clearly that delinquency in adolescent years or later is often due to the failure of the home and family.

Economic co-operation. Increased economic efficiency is the second factor in the social and economic functions of

¹ *Human Learning*, p. 3, The Macmillan Company.

the family. In primitive life not only did the woman need protection and the man need someone to care for his children but also both profited by the increased efficiency and greater economic returns that co-operative effort made possible. From the earliest times it has been the duty of the man to provide the materials for food and clothing in the rough and the duty of the woman to prepare them for use. The efficiency of both in the performance of their tasks is the measure of the effectiveness of the family as an economic unit. Where either has failed, the family has suffered in consequence. Where both have succeeded, the family has profited.

The establishment of a home or habitat made possible the accumulation of property, and with the development of the property idea, the home became the center around which material goods were gathered. The desire to keep property within the family or the clan became an important factor in the development of family life. In the complex civilization of modern times, great estates have been built upon the accumulations of the family, with all the advantages and disadvantages that result from the inheritance of large wealth.

Home comforts. Intimately connected with the economic factor are the comforts and satisfactions of the home that would be available in lesser degree or not at all if the family did not exist. The very fact that one has a fixed abode to which he can return knowing that it has for him the comforts and conveniences that he has chosen is in itself a great satisfaction, a satisfaction that increases as one passes from the restless years of youth to the steadiness of maturity and the serenity of old age. No matter how modest the home may be, it is still home. And if to the security of peace and possession and comfortable habit there is added the security of love and affection and friendship that center in

the well-ordered home, there exists a wealth of comfort for which the imagination can provide no substitute. The full significance of this fact comes to us only when we try to picture what life would be without a home. We pity even the homeless dog. The homeless person provokes our deepest sympathy, unless perchance his very homelessness has produced a character which rouses our disgust rather than our sympathy. It is one function of the family, through the co-operation of all its members, to provide the comforts and emotional satisfactions of home at its best.

Comradeship of husband and wife. It is futile to attempt to describe the sense of comradeship of husband and wife as it develops through years of devotion and fidelity to each other's interests and the interests of those with whom they are connected. Passion and romance, vital and powerful as they are, must in time be subordinated to the affection and inspiration and confidence which each spouse inspires in the other if they are well mated. This comradeship is not to be taken for granted, however. There must be a considerable degree of real adaptability to each other, without which life together is likely to demand undue mutual forbearance or even to result in shipwreck. Congenial tastes and a similarity of interests, or at least absence of antagonistic interests, are vitally important. When to these are added appreciation of the part that mutual co-operation plays in the successful family and a will to do one's share in the co-operative effort that successful family life requires, the foundation is laid for the building of a beautiful fellowship that can be secured in no other way.

To live together, to work together, to play together, to rejoice together, to suffer together, to read the same books, to think the same thoughts with the stimulating differences that two independent personalities offer, to have the same

friends, to help and comfort each other in time of need, to check the unkind thought and restrain the impatient word, to forgive and forget when forgiving and forgetting are the means of restoring a broken harmony, above all to be affectionately considerate of each other's wishes and weaknesses—to do these things faithfully builds a comradeship which it is at once the ambition and the despair of artist and poet adequately to portray, but which is an inspiring reality in multitudes of happy homes. The fact that it is not found in every home does not destroy its value as a practical ideal.

Comradeship of parents and children. Children are expensive. It costs heavily to usher them into the world, to provide them with food, clothing, shelter, and care suitable to their needs, and when they have passed the period of infancy, to educate them for the battle of life. They are troublesome. Many a night's sleep is broken by their demands; many a cherished diversion must be given up; many a heartache is caused by their thoughtless disobedience. But they are also an inspiration. They bring out the best that is in parents. For the sake of children parents willingly deny themselves and cheerfully struggle. A baby commands tenderness, patience, endurance, and the giver is richer in consequence. The trust of a small child is a clarion call to be worthy of confidence. The questions of a growing boy or girl are a challenge to intelligence as well as to patience. The dreams and ambitions of youth renew the youth of parents. And through all these stages of development there may be a growing sense of comradeship between parent and child which constitutes one of the most durable satisfactions of life, and which in its most intimate form can be found only in the family. Family life at its best stimulates the best in both parents and children and provides memories that are a joy in later years.

The family in which no children are born and none adopted is a failure both biologically and socially except insofar as the marriage relation may render the husband and wife happier and more efficient members of the social and economic order than they would otherwise have been. But this is very important.

The hospitality of the home. To the comradeship between husband and wife and between parents and children must be added the comradeship of friends, neighbors, and other relatives which the hospitality of the home makes possible. It is not good to live alone or in relative seclusion. "As iron sharpeneth iron, so a man sharpeneth the countenance of his friend." And there is no place like the home to bring out the best in both host and guest. When we open our homes to friends we instinctively feel under obligation to make their stay pleasant. When we accept the hospitality of a home we must rise to the level of appreciation and sociability which the courtesy of hospitality and friendship requires. For the moment the home circle is enlarged and enlivened whether the guests be grown-ups or children. What a different world it would be if there were no homes in which to cultivate and enjoy the comradeship of friends whether as guests or as hosts!

The family as a co-operative unit. In all units of activity the key to success is found in co-operation on the part of the members. This is no less true of the family than of the school, the state, the church, and the vocation. The family was originally established that father and mother might work together in caring for their offspring during its years of helpless dependence. This co-operation brought satisfaction to the parents as well as safety to the child. As the children grew older, they were taught not only to obey the instructions given them but also to do their bit for the common welfare. In general, this is true of the modern family

also, and the degree of co-operation is the measure of the success of the family as a whole. Father must provide the family support. Sometimes Mother helps. She must organize and manage the home and in particular care for the children, although this is a job in which both parents must have a share if it is to be well done. As soon as children reach the age of understanding they, too, must have a part, first by obedience to parents and later by appreciation of the kindness of parents and by thoughtful participation in the activities that bring satisfaction to all the members of the home. Failure to understand and to protect the rights of others will lead to lack of harmony and to consequent lack of effectiveness of the individual family. A single thoughtless or selfish member may throw it out of gear. But where every member works for the success of every other member and rejoices in that success when it is attained, the family becomes a fine example of effective co-operation. This is particularly evident when, because of illness or unemployment or some other emergency, one member of the family is temporarily unable to contribute his share to the common welfare and the other members must carry the increased burden. It is equally true when all are working regularly for the common good. Loyal co-operation brings security and rewards that would be unattainable for all if each were working independently of the others.

Summary. It is evident that the family performs very important social and economic functions. It is the best possible institution for the training of children from helpless infancy to adolescent independence. It is a center for the accumulation of property, which is important for both the family and society at large. It organizes the home with its material and emotional comforts and satisfactions. It makes possible an intimate comradeship between husband and wife and between parents and children which may

become a lasting joy and inspiration for both. It becomes a center of sociability and friendship for host and guest alike. It affords the finest possible opportunity for successful teamwork. These are satisfactions the full significance of which can be fully appreciated only by those who have experienced them.

QUESTIONS FOR CLASS DISCUSSION

1. What are the chief social functions of the family?
2. What are the chief economic functions of the family?
3. What is the distinguishing characteristic of man as compared with the lower animals?
4. How does the period of infancy or dependence in children compare with that of the lower animals? What bearing has this on the obligations of the family?
5. What social advantages has the home as compared with those of the hotel or the bachelor apartment?
6. What does hospitality do for the home?
7. Read Whittier's "Snowbound" for a picture of family life in New England in the early nineteenth century.

OPTIONAL GROUP REPORTS

1. Opportunities for social co-operation within the family and between the family and friends.

2. The social inheritance of the family.

Ogburn, W. F., "Social Heritage and the Family," in *Family Life Today*, edited by Margaret Rich

3. The influence of property on family life historically considered.

Goodsell, W., *A History of Marriage and the Family*

4. The property rights of married women in the United States.

Goodsell, W., *A History of Marriage and the Family*

Groves, E. R., *The American Family*

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. Life in a children's home.
2. The social and economic life of a working girl who lives in a large city away from home.
3. Review "The Integrity of the Family as a Test of Industry" by A. J. Muste in *Family Life Today*, edited by Margaret E. Rich.
4. The education of girls among different peoples.
Goodsell, W., *A History of Marriage and the Family*

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- Goodsell, W., *A History of Marriage and the Family*. The Macmillan Company, 1934
- Groves, E. R., *The American Family*, Lippincott, 1934
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- Rich, Margaret E., editor, *Family Life Today*. Houghton Mifflin, 1928

SECTION 4

THE FAMILY AND SOCIETY

In the previous discussion we have considered the family chiefly from the point of view of the individuals composing it—husband, wife, children. In this section we shall consider it from the point of view of society—what the family does for society and what society does for the family.

What the family does for society. The family is so much a part of society that they can scarcely be thought of as separate. Society, by which we mean people in general, together with all the various organizations into which they are grouped, began with the family. As the number of families increased, society was enlarged, making possible other units of activity through which civilization has developed.

The family serves as a stabilizing influence in society. The family has done more than merely bring numbers to society. It has been invaluable as a stabilizing influence. It is difficult to think of society as composed merely of individuals. The individuals will not stay separate and apart. They are gregarious, and the group instinct brings them together. The first and most fundamental of these instinctively formed groups is the family. Founded as it is upon the mating instinct, upon the persistent needs of offspring, and upon the economic advantage of co-operative effort, it forms a more or less permanent center around which gather activities and attitudes of the greatest value to society. Permanent group interests and activities take the place of what would otherwise be transitory individual interests and activities.

Co-operation on the part of the members of the family not only brings to them the greatest possible satisfaction but it also brings to society as a whole the permanence and strength that are so important for the common good. The diligence of the father in earning a living, the devotion of the wife and mother in caring for the welfare of husband and children, the willingness of all to work together for their common interests in times of illness or financial reverses are an important contribution to the stability of society as a whole. To preserve the integrity and the permanence of the home is an objective that arouses the deepest affection and stimulates the most strenuous effort. Society profits in proportion to the extent to which this objective is achieved.

The family serves as the best possible training center for children. When society becomes conscious of itself and its needs, one of the first objects of its solicitude is its children. There should be enough of them and they should be of proper quality, physically and mentally. They should be cared for and trained in such manner as to develop in them the highest type of citizenship. In primitive society children that were physically or mentally defective or that were deemed superfluous were sometimes killed outright or exposed to the elements. Plato, the great Athenian philosopher, planned to have children well born and then to have them cared for by the state without much co-operation on the part of the family. Modern society assumes responsibility not only for the support and education of those who have inadequate family support or unsuitable surroundings but also for the education of all children through the early years of their lives. Under normal conditions the family produces the children, cares for them from infancy to maturity, and co-operates with society in carrying out the prescribed provisions for their education. When homes for

STATE OF NEW YORK

Affidavit for License to Marry

STATE OF NEW YORK

County of _____

of _____

No. _____

GROOM

and _____

BRIDE

applicants for a license for marriage, being severally sworn, depose and say, that to the best of their knowledge and belief the following statement respectively signed by them is true, and that no legal impediment exists as to the right of the applicants to enter into the marriage state.

FROM THE GROOM

FROM THE BRIDE

Full name _____

Full name _____

Color _____

Color _____

Place of residence _____

(street address)

Place of residence _____

(street address)

Age _____ Date of birth _____

(city, town or village)

(state)

Age _____ Date of birth _____

(city, town or village)

(state)

Occupation _____

Occupation _____

Place of birth _____

Place of birth _____

Name of groom's father _____

Name of bride's father _____

Country of father's birth _____

Country of father's birth _____

Maiden name of groom's mother _____

Maiden name of bride's mother _____

Country of mother's birth _____

Country of mother's birth _____

Number of proposed marriage _____

Number of proposed marriage _____

I have not to my knowledge been infected with any venereal disease, or if I have been so infected within five years I have had a laboratory test within that period which shows that I am now free from infection from any such disease.

I have not to my knowledge been infected with any venereal disease, or if I have been so infected within five years I have had a laboratory test within that period which shows that I am now free from infection from any such disease.

Former wife or wives

Former husband or husbands

living or dead _____

living or dead _____

Is applicant a divorced person _____

Is applicant a divorced person _____

If so, when and where, and against whom divorce or divorces were granted _____

If so, when and where, and against whom divorce or divorces were granted _____

I declare that no legal impediment exists as to my right to enter into the marriage state.

I declare that no legal impediment exists as to my right to enter into the marriage state.

GROOM

Subscribed and sworn to before me this _____

day of _____ 19 _____

BRIDE

FUTURE ADDRESS

(Enter here EXACT FUTURE ADDRESS after marriage if known)

(street address)

(City, town or village)

(state)

Clerk

NOTICE TO TOWN OR CITY CLERK. The original marriage license and certificate with affidavits for license and consent, must be filed in the office of the state department of health on or before the fifth of each month. None of these documents should be filed until the license is returned with the certificate showing that the marriage to which they refer has been actually performed.

See reverse of blank for "documentary proof of age" requirement.

(OVER)

PROOF OF APPLICANT'S AGE

If an applicant for license to marry is *under twenty-one years of age*, documentary proof of age in one of the following forms must be submitted. Indicate by (✓) which of the forms listed below was presented. After inspection and approval of the paper submitted, it may be returned to the applicant.

Verified certificate of birth
Certification of birth
Baptismal record
Passport
Life insurance policy

Employment certificate
School record
Immigration record
Naturalization record
Court record

CERTIFICATE OF CONSENT

This is to certify that _____, who have hereto subscribed _____ name, do hereby consent that

(Name of Minor)

who is _____ and who is under the age of _____ years, shall be united in marriage to
(My or our Son, Daughter or Ward)

by any minister of the gospel or other person authorized by law to solemnize marriages.

Witness my hand this _____ day of _____ A. D. 19____

(Signatures of Parents or Guardian)

CERTIFICATE OF CONSENT

This is to certify that _____, who have hereto subscribed _____ name, do hereby consent that

(Name of Minor)

who is _____ and who is under the age of _____ years, shall be united in marriage to
(My or our Son, Daughter or Ward)

by any minister of the gospel or other person authorized by law to solemnize marriages.

Witness my hand this _____ day of _____ A. D. 19____

(Signatures of Parents or Guardian)

them are provided by the State or by the voluntary efforts of society it is possible to control the environment in ways that are not always practicable in the family, but experience shows that, notwithstanding this advantage and the shortcomings of many family organizations, there is no satisfactory substitute for the family as a training place for children. In addition to physical care and wholesome surroundings their highest welfare demands sympathy and affection not usually found outside the family.

The family serves as a center of economic independence. In a dominantly agricultural society such as existed in the early history of this country, in which every helper meant a larger acreage under cultivation, and in the early stages of industrial development following the invention of machines of various kinds, when children shared in the work of manufacturing either in the home or in the factory, the family served as the center of economic independence. The larger the self-sustaining family, the more support it gave society (in this case the State) in time of peace as well as in time of war. A permanent family meant a permanent source of revenue in the form of taxes or co-operative effort of any sort. In the modern commercial and machine age when girls and women, married and unmarried, secure jobs or positions and become economically independent, the importance of the family as an economically independent center in society is lessened. It still remains important, however, because of its permanence; because of a natural desire to conserve family fortunes; because as a co-operative unit it tends to security in times of illness, unemployment, or other emergency; and because it provides a higher standard of living at less expense than could otherwise be obtained. A man and a woman might live apart and each be economically independent. In such a case there would be no children, or if there were children they would either be-

come wards of the state or they would become an economic burden on one of the parents. From the standpoint of society, this burden might better be shared by both in a family unit.

What society does for the family. Society, acting both through the State and through public opinion, prescribes rules for the establishment of the family and for its permanent maintenance. These rules or laws indicate the high esteem in which society holds the family as a means for the promotion of its own welfare.

Society prescribes conditions for the establishment of the family. Society puts its mark of approval on the family, first, by laying down the conditions under which the family may be formed, and, second, by prescribing punishment for the violation of those conditions. Society seeks to protect itself by protecting the individual against the consequences of his own ignorance, lack of judgment, or lawless impulse. Boys and girls mature biologically before they can secure the education and develop the judgment and stability of character that are necessary to meet the requirements of modern life. The mating instinct sometimes asserts itself early, but society, acting chiefly through the State, knowing from experience that quality of offspring is important and that the welfare of both the individual and society will be better conserved by postponing the establishment of the family until its partners have had time and opportunity to develop physical, mental, moral, and economic stability, fixes an age below which it is illegal to marry without the specific consent of the parents, and also an age below which marriage is absolutely prohibited. It is assumed that parents as the persons most interested in the welfare of their children will guard their interests in this as in other undertakings. This they usually do. It sometimes happens, however, that parents consider their

own selfish interests rather than those of their children in urging or at least sanctioning marriage before one or both of the contracting parties have reached a reasonable degree of maturity. In such cases the State, acting either through its own officials or through approved welfare organizations, may interfere to have the marriage postponed until the parties concerned have attained a suitable age.

Society seeks to guard the security of the family by requiring a certain degree of publicity and suitable records concerning the marriage ceremony in order that there may be no doubt as to the good faith of the contracting parties and the legality of the marriage. It is customary for the parties concerned to announce their intentions and also the proposed date of the ceremony, some weeks in advance of the marriage, although this is not always done and no stigma attaches to its omission. In all states a license to marry must be secured. Only legally authorized officials of church or state may perform the ceremony, except that public declaration of the contracting parties that they do mutually take each other as husband and wife respectively, with proper witnesses and required filing of the record, is accepted. The so-called "common law marriage" according to which the marriage relation is legally established without license or ceremony by a man and woman actually living together has always lacked the approval of public sentiment, but unfortunately it is still legal in about half the states of the United States. Since it fails to conserve the interests of the contracting parties or of society it should be made illegal everywhere.

Society prescribes conditions for the breaking up of the family. Society, acting through the State and through public opinion, not only prescribes conditions under which the family may be established but it also enacts laws according to which it may be broken up. The social and legal assump-

tion underlying monogamous marriage is that it shall last during the lives of the contracting parties. This is deemed necessary for the conservation of public morals in general and the welfare of the children of the marriage in particular. It is generally recognized, however, that conditions may arise under which both public and private welfare will best be conserved by the separation or divorce of husband and wife. The conduct of one of them may be such that to enforce continuance of the marriage relation would be grossly unjust to an innocent party and more injurious to children and to public morals than legalized separation or divorce. Because of this fact different countries and the separate states of the United States have enacted laws in which grounds for divorce are specified. Most common among these is adultery, since faithfulness in the marriage relation is regarded as supremely important. The fact that it is the only ground for divorce admitted in the New Testament has doubtless had much influence in the formulation of laws. The other most common grounds are desertion, drunkenness, and neglect to provide. Other grounds for divorce in the laws of the several states are abandonment for some specified period, cruelty, habitual drunkenness, physical incapacity, and conviction of serious crime.

The rapid growth of divorce in the United States during the last two or three decades has become a matter of deep concern to most students of social welfare, and they have given much thought to its causes and its cure. If monogamous marriage is as important for human happiness and welfare as the history of the family and the conclusions of most social scientists seem to indicate, the fact that, at the present time, one marriage in five or six ends in the divorce court is bound to be disturbing. Doubtless two influential reasons for the increase of divorce are the remarkable growth of the economic independence of women and wider recog-

THIS IS A MARRIAGE LICENSE, AND NOT A MARRIAGE CERTIFICATE. The Marriage Certificate on the reverse side should be filled out and filed promptly by the Clergyman or Magistrate as required by law, with the Town or City Clerk who issued the License. See that your marriage is thus recorded.

PLACE OF REGISTRY
STATE OF NEW YORK

NEW YORK STATE DEPARTMENT OF HEALTH

County of _____

Division of Vital Statistics

Town or City of _____

MARRIAGE LICENSE

Registered No. _____

Know all Men by this Certificate, that any person authorized by law to perform marriage ceremonies within the state of New York to whom this may come, lie, not knowing any lawful impediment thereto, is hereby authorized and empowered to solemnize the rites of matrimony between _____

_____ of _____
in the county of _____ and state of New York and _____

_____ of _____
in the county of _____ and state of New York and to certify the same to be said parties or either of them under his hand and seal in his ministerial or official capacity and thereupon he is required to return his certificate in the form hereto annexed. The statements endorsed hereon or annexed hereto, by me subscribed, contain a full and true abstract of all the facts concerning such parties disclosed by their affidavits or verified statements presented to me upon the application for this license.

In Testimony Whereof, I have hereunto set my hand and affixed the seal of said town or city at _____ this _____ day of _____
nineteen hundred and _____



Clerk

The following is a full and true abstract of all the facts disclosed by the above-named applicants in their verified statements presented to me upon their applications for the above license:

FROM THE GROOM

FROM THE BRIDE

Full name _____

Full name _____

Color _____

Color _____

Place of residence _____

Place of residence _____

(street address)

(street address)

(city, town or village)

(state)

(city, town or village)

(state)

Age _____ Date of birth _____

Age _____ Date of birth _____

Occupation _____

Occupation _____

Place of birth _____

Place of birth _____

Name of groom's father _____

Name of bride's father _____

Country of father's birth _____

Country of father's birth _____

Maiden name of groom's mother _____

Maiden name of bride's mother _____

Country of mother's birth _____

Country of mother's birth _____

Number of proposed marriage _____

Number of proposed marriage _____

I have not to my knowledge been infected with any venereal disease, or if I have been so infected within five years I have had a laboratory test within that period which shows that I am now free from infection from any such disease.

I have not to my knowledge been infected with any venereal disease, or if I have been so infected within five years I have had a laboratory test within that period which shows that I am now free from infection from any such disease.

Former wife or wives
living or dead _____

Former husband or husbands
living or dead _____

Is applicant a divorced person _____

Is applicant a divorced person _____

If so, when and where, and against whom divorce or divorces were granted _____

If so, when and where, and against whom divorce or divorces were granted _____

I declare that no legal impediment exists as to my right to enter into the marriage state _____

I declare that no legal impediment exists as to my right to enter into the marriage state _____

FUTURE ADDRESS (Enter here EXACT FUTURE ADDRESS after marriage if known)

(street address)

(city, town or village)

(state)

The written consents of the Parents, Guardians, or Persons under whose care and government the Minor or Minors may be have been filed in the Town or City Clerk's office in _____ and verified proof of age was submitted as provided by Section 15, Article 3 of the Domestic Relations Law.

MARRIAGE CERTIFICATE

TO CLERGYMEN AND MAGISTRATES

The license and certificate duly signed by the person who shall have solemnized the marriage therein authorized shall be returned by him to the office of the town or city clerk who issued the same within five days succeeding the date of the solemnizing of the marriage therein authorized and any person or persons who shall wilfully neglect to make such return within the time above required shall be deemed guilty of a misdemeanor and upon conviction thereof shall be punished by a fine of not less than twenty-five dollars or more than fifty dollars for each and every offense.

Nonresidents of the State are required to have marriage ceremony performed in the city or town where the license was issued.

I, _____ a _____
residing at _____ city
(street address) in the town of _____ in county of _____
and state of New York, do hereby certify that I did on this _____ day of _____ in the year
A. D. 19____ at _____ in the county of _____ and state
of New York, solemnize the rites of matrimony between _____
of _____ in the county of _____
and state of New York. and _____
of _____ in the county of _____ and state of New York
in the presence of _____ and _____
as witness, and the license therefor is hereto annexed.

Witness my hand at _____ in the county of _____
this _____ day of _____ A. D. 19____

In the presence of

(Signature of Witness)

(Signature of Person Performing Ceremony)

Residence _____

(Signature of Witness)

(Address of Person Performing Ceremony)

Residence _____

nition of their social and political equality. They are no longer under the necessity of continuing unsatisfactory marriage relations for fear of economic want or of social ostracism if they apply for a divorce. A third reason is failure on the part of both husbands and wives to recognize the principle, now generally accepted by sociologists, that the welfare of children and of society rather than the mere personal happiness of the contracting parties should be the determining factor in the continuance of the marriage relation. Where there are no children society has less at stake, but even in such cases lack of stability in the family means lack of stability in society as a whole. The unfortunate feature is not so much that there should be divorce in cases where there are just grounds and no chance for repairing the break in an already disrupted family, but that so many families should be broken up for any cause whatever. In many cases the causes assigned by the applicants and accepted by the court are trivial and represent impulsive whims or self-centered willfulness rather than any deep-seated conflict which could not be overcome by reasonable mutual consideration and a will to be loyal to marriage vows.

The great prevalence of divorce undoubtedly indicates inexcusable lack of care in contracting the marriage relation and in many cases astounding ignorance of its obligations. It seems to indicate also lack of a sense of social obligation on the part of the contracting parties and a disposition to regard personal individual happiness or momentary fancy rather than obligation to mate, children, or society as the determining factor in the duration of the marriage relation. It may also represent a temporary reaction against the numerous gross violations of justice and morality that have been committed under the protection of the marriage contract, and at the same time be a warning that society must

do more to educate young people in the social significance of the family.

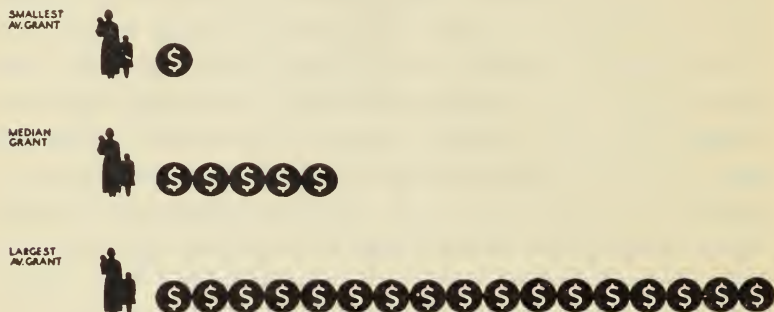
Differences in the divorce laws of the several states give rise to many distressing situations and make it difficult to deal with the divorce problem in the comprehensive way that its importance makes desirable. In some states the law does not permit divorce even though circumstances seem to require it as the only just solution of an unfortunate social and family tangle. Divorces granted in some states are not good in others. To the misfortune that comes with divorce under any circumstances may be added, therefore, troubles that arise because of legal technicalities. This fact and the further fact that divorce as a social problem is not bounded by state lines have led to a widespread demand for an amendment to the Federal Constitution that would make it possible for Congress to pass a divorce law uniform for the entire country. Several proposed amendments, however, have failed to pass that body. The complexity of the problem points to the conclusion that the permanent cure for divorce should be sought less in wiser legislation concerning the establishment and the breaking up of the marriage relation, important as that is, than in the development of a more intelligent view of the nature of the family and its problems and obligations.

Society helps to maintain the family unit. To laws for the establishment and for the breaking up of the family, society, acting through the State, adds laws for maintaining the integrity of the family unit. It does this, first, that disruption through divorce or for any other reason may be avoided and, second, when disruption cannot be avoided, that the purposes of the family may still be carried out as far as possible.

The most positive effort of this kind is seen in laws providing for mothers' pensions, which are now found in some

form in nearly all the states. These laws usually provide that in case of necessity caused by extreme poverty or by the death of the father (in some cases, by the death of the mother) the state will pay to the surviving parent an amount of money sufficient to keep the family together. This is

HOW MOTHERS' AID VARIES BETWEEN STATES



EACH CIRCLE REPRESENTS 4 DOLLARS PER MONTH

Courtesy of Committee on Economic Security

Of the forty-six states having mothers' aid legislation, only 20 have included all types of families needing mothers' assistance, besides widows and their dependents. The variations in amount granted in a single state are sometimes greater than between states. The small average grant of some states indicates that this form of aid is considered by those states as a pittance to keep the family alive, rather than as a means of maintaining family life—its original purpose.

done because of a belief, widely confirmed by the experience of social workers, that children can be cared for more effectively and at less expense in the family home than in any other way.

The state also legislates to prevent children from going out of the home into labor; to remove children from homes in which there is gross immorality; to limit the number of hours a woman may work in industry or business; to establish family courts or courts of domestic relations in which

differences or misunderstandings between husbands and wives can be corrected and a threatened family disruption avoided; to require support of wife and children by the husband and father when divorce is granted the woman as the injured party; and, in case of the broken family, to assign the children to the care of the parent who seems best qualified to care for them.

To these legal provisions for maintaining the integrity of the family unit may now be added a rapidly increasing number of independent organizations called by some such name as marriage clinic or matrimonial-advice bureau, the purpose of which is to offer to those who are married and to those who are contemplating marriage expert advice of physicians, psychologists, psychiatrists, and social workers on the practical difficulties that may beset homes and threaten their integrity. The experience of these organizations shows that matrimonial storms are often due to ignorance and especially to a lack of knowledge of the most elementary principles of psychology on the part of the troubled husband and wife. Often a little wholesome advice saves the day.

Society enacts these laws and carries on the work of these independent organizations because of its faith in the monogamous family as a supremely important factor in its own welfare as well as in the happiness of its members.

Summary. The family and society are mutually co-operative and helpful to each other. The family aids society by serving as a stabilizing center of activity; by providing the best means yet found for satisfying the normal mating instinct and for the rearing of children; and by serving as a permanent center around which economic goods can be gathered. Society aids the family by prescribing such conditions for its establishment as will contribute to its security and permanence; by enacting laws for breaking up the

marriage relation when circumstances seem to render separation or divorce the best way out of an impossible situation; and by legislation and the establishment of independent efforts for maintaining the permanent integrity of the family.

Summary of Unit Five. Our study of the family as an institution has shown that although the mating of men and women in the marriage relation has its origin in a powerful instinct, the establishment of the family as a permanent association of father, mother, and children is based upon its economic advantages and upon a perception of the fact that the human offspring requires the continued care of parents if it is to survive and develop as it should. From the historical and the rational point of view, therefore, the production and rearing of children becomes one of the chief functions of family life, and the welfare of the children becomes logically the determining factor in family activities. Biological, psychological, social, and economic satisfactions of parents become henceforth of secondary authority, however influential they may have been in leading to the establishment of the family relationship and however important they remain as accompaniments of the basal function of the family. It is apparently a more or less clear recognition of this fact that has led to the general establishment of the monogamous family as the highest type and to the attempts of society and the state to maintain it in its purity.

That the family in its various forms has been one of the most important institutions in the development of modern civilization is clear from the brief study we have given it. That the monogamous family performs its function more effectively than any other form is evidenced by its general acceptance in both theory and practice. Even its most severe critics would modify rather than destroy it. No thoughtful observer of society is willing to face the conse-

quences of its elimination. That it can be materially improved in practical operation by a careful study of its nature and its numerous and complex activities is the belief of the authors of this book.

QUESTIONS FOR CLASS DISCUSSION

1. What do you understand by the word "society" as used in this unit? What other meanings has the word?
2. What three things does the family do for society?
3. What three things does society do for the family?
4. What are the relative advantages and disadvantages of the parental home and a children's home for the training of children?
5. Why does the state make laws for the control of the family?
6. At what age do the laws of your state permit marriage without the consent of parents? With the consent of parents?
7. In your state, how much time must elapse between issuing the license and the marriage ceremony?
8. Show how no other form of association serves the purpose of the family as well as the monogamous family.

OPTIONAL GROUP REPORTS

1. The legal provisions for mothers' pensions in your state.
Goodsell, W., *A History of Marriage and the Family*, pp. 537-541
2. Colonial marriage laws.
Goodsell, W., *A History of Marriage and the Family*
Groves, E. R., *The American Family*
3. Discuss the modern prevalence of desertion and divorce in the United States.
Goodsell, W., *A History of Marriage and the Family*, pp. 476-479; 481-491
4. Compare the modern American monogamous marriage with the marriage of any other period or people and state their relative advantages and disadvantages.

5. Differences in the marriage laws of states in the United States.

Goodsell, W., *A History of Marriage and the Family*

Groves, E. R., *The American Family*

6. Discuss some problem in family relationships that seems to you particularly important.

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. What are the legal provisions for separation in your state?

2. What are the legal provisions for divorce in your state?

3. A woman who was legally divorced according to the laws of the state in which she was living, afterwards moves to another state which does not recognize as legal the grounds on which the divorce was granted. What embarrassment may she suffer in consequence?

4. Write a paper on the personal and social problems involved in common-law marriage.

Goodsell, W., *A History of Marriage and the Family*

Groves, E. R., *The American Family*

5. Social aid in the conservation of the family.

Goodsell, W., *A History of Marriage and the Family*,
pp. 532-546

6. Legal aid in the conservation of the family.

Goodsell, W., *A History of Marriage and the Family*,
pp. 546-551

7. Write a paper on divorce basing it primarily on Goodsell's *A History of Marriage and the Family* and Groves' *The American Family*.

REFERENCES

Goodsell, Willystine, *A History of Marriage and the Family*. The Macmillan Company, 1934

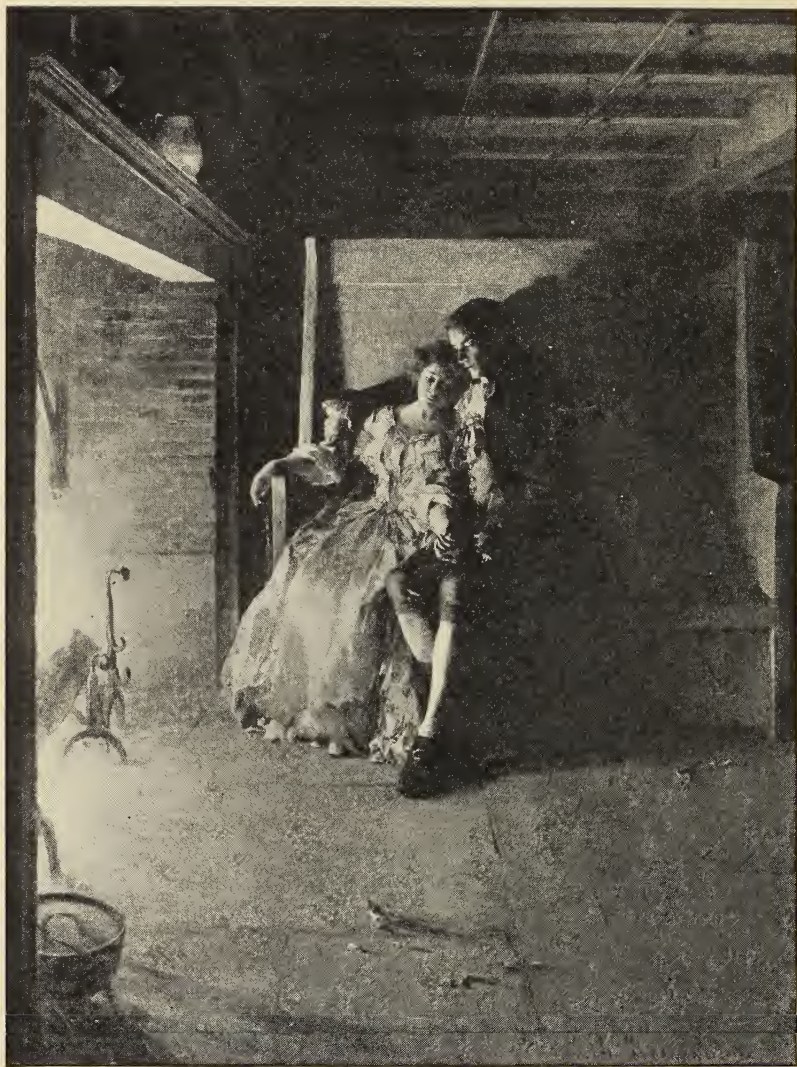
Groves, Ernest R., *The American Family*. Lippincott, 1934

Encyclopædia Britannica

The World Almanac

UNIT SIX

THE FAMILY AS A PERSONAL PROBLEM



From a Copley Print. Copyright by Curtis Cameron Company

The Hanging of the Crane, painted by W. L. Taylor

This picture was suggested by Henry Wadsworth Longfellow's poem of the same title. It represents the young couple in front of their fireplace after the departure of their guests.

SECTION 1

OUR ATTITUDE TOWARDS HOME AND FAMILY

Whether we will it or not the family becomes a personal problem to all of us. First, we are all members of society, of which the family as an institution has been and still is an extremely influential unit. What should be our attitude towards this institution? Second, few of us are so alone in the world that we may not claim connection with some particular family. What is our privilege and what our present duty in co-operative effort to promote the welfare of its individual members and of the family as a whole? Third, if we are young and unmarried, it is probable that we have thought, more or less vaguely perhaps, of participation, at some time in the future, in establishing a family more consciously our own than the one to which we now belong. What are the important facts to be considered in deciding whether we should or should not engage in such a major undertaking and in making it successful if we do?

What should be our attitude towards the family as an institution? The answer to this question will be determined by our estimate of the importance of the family in the development of civilization and by our opinion of its value in the further development of a progressive civilization. That it has been, in its various forms, a factor of great influence is evident from the story of sociological history. It is evident, too, that different forms of the family have been characteristic of different types of civilization. Another fact of outstanding significance is that monogamy has become so nearly universal among civilized peoples

that our chief question becomes, What should be our attitude towards the *monogamous* family?

Clearly monogamy as practiced has not solved all the problems incident to the relations between the sexes. It has not always prevented unfaithfulness and divorce with their attendant evils. It is undoubtedly true also that even when there has been no actual violation of marriage vows, life in the monogamous family has not always brought permanent happiness and well-being to either parents or children. These failures may be due either to some fundamental weakness in the family as an institution or to the lack of perfection in human nature or to both. Doubtless the institution can be improved by the application of well-accredited modern, physical, psychological, social, and moral principles. It is highly probable, also, that a cure for the imperfections of the family as an institution should be sought in a more extended knowledge of its nature and functions and more loyalty on the part of its members. In any case the significance of the family in individual and social welfare is so great that no intelligent person can afford not to be informed concerning its nature and the reasonable obligations of its members.

In deciding what should be our attitude towards the monogamous family as an institution we must consider what it has done, as well as what it has failed to do. The first significant fact is that in all probability monogamy has not only existed in practice along with all other forms of family life and types of civilization but it also has been and still is the almost universally accredited form of family life in the nations and civilizations of highest rank. Insofar as extent of possession is evidence of right, it holds the field. Moreover, the degree of faithfulness with which the monogamic ideal is carried out in practice seems to be a rough measure of the moral and social standards of any national

or racial group. It is also a measure of the happiness and well-being of the members of any particular family, as the testimony of many happy, prosperous families shows. The near-equality in numbers of males and females would seem to suggest pairing as nature's way of providing for the satisfactions of family life and for the equitable distribution of these satisfactions. The devotion of one man and one woman to each other and to their children, with the effort, self-control, tolerance, and mutual consideration that are required, seems to furnish an ideal training school for the development of desirable traits of human character in parents. It is the universal testimony of welfare agencies that the well-regulated monogamous family provides the best possible organization for the rearing of children and that broken homes are responsible for a large proportion of delinquency and crime among children and adolescents. Judicial consideration of these facts seems to show a large balance in favor of the monogamous family as the best known institution for the attainment of the purposes which it is designed to serve.

What should be our attitude towards the family of which we are a member? The answer to this question will be determined largely by the social age we have reached. If we are still in the self-centered age of childhood we shall reply in terms of our own selfish interests with little or no regard for the rights and interests of others. The fact that we have received much and given little in the give and take of family relationships has no meaning for us. If, on the other hand, we have become socially minded to the extent of recognizing that the much we have received from our family carries with it the obligation to make some return in kind, we shall take our position as co-operative members of the family. What form our co-operation will take will be determined in part by the particular conditions pre-

vailing in our own family circle and in part by our knowledge of the specific problems of family life discussed in the preceding pages of this book.

What should be our attitude towards the establishment of a family? It is possible for a young man or young woman to have an understanding of the importance of the family as a social institution and to have both an emotional and an intellectual appreciation of the importance of the particular family of which he is a member long before he gives any serious thought to participation in the establishment of a family of his own. Indeed this is quite as it should be, for it is only a matter of common intelligence for older boys and girls to have some knowledge of an institution that has played as large a part in the development of civilization as has the family, and it is only reasonable co-operation for them to understand and appreciate the problems of the family to which they belong and to do their share in solving those problems.

However, there comes a time in the life of nearly every young man or young woman when, impelled by his own natural impulses or by economic conditions or by the suggestions of others, he faces the question whether he will himself marry and assume the responsibilities of family life. In many cases the impulse is so strong that a rational consideration of the problems involved is impossible, and unless he has previously given thought to the matter he becomes the victim of his own impulse for good or ill. It is not intended to suggest that there should be no impulse nor that it should not be strong, but in an adventure that brings so much of happiness or unhappiness, success or failure, as does marriage, it seems only common sense that impulse should be influenced by consideration of such facts as may be helpful in reaching a wise decision. It is not thought prudent to start on a journey without first knowing

the destination and considering the conditions to be encountered along the way; nor is it deemed good policy to invest our capital without first weighing the probabilities of return. Why should we enter upon a lifelong journey without first considering its problems, or invest our lives in an alliance which a little foresight would have shown could end only in bankruptcy? Sometimes ignorance, sometimes false modesty, sometimes uncontrolled passion is responsible for failure to use thought as well as to follow feeling.

Not all the problems of family life can be foreseen, nor is it possible to suggest infallible solutions for those that are sure to arise. It is possible, however, to name a few of these problems and to indicate the direction in which a solution may be found.

The mutual love and attraction that form the natural bases for the establishment of the marriage relation usually come unbidden, and in the successful marriage they strengthen as the years pass, bringing satisfactions quite beyond the possibility of understanding at the beginning. Whatever leads to the strengthening of these bonds should be looked upon with favor, while anything that tends to weaken them may well be regarded with suspicion. The lessening of the first impulse of attraction does not necessarily mean that the marriage is a failure or that divorce or separation is the way out, for the evils that would follow this course might be much greater than those that are thought to exist. The significant fact is that mutual love and attraction are extremely important factors in successful marriage, and they may well be cultivated, therefore, throughout life with something of the same zeal that is shown before the wedding ceremony is performed.

During the period of courtship a man desires to appear at his best in the eyes of his beloved, to show her every

possible courtesy, and to do the little things that give her pleasure. A girl is quick to note the things that please her admirer, to make herself as attractive in personal appearance as possible, and to command his respect as well as his admiration. Both are reluctant to criticize conduct which they may not altogether approve or to do anything that might show lack of thoughtfulness or consideration. These things are just as important after the wedding day as before. Anniversaries are particularly important, and happily the longer the comradeship, the more anniversaries there are to be remembered and celebrated. Happily, too, there is always opportunity for the same manifestations of affection that may have been a marked feature of ardent courtship.

A second problem in monogamous marriage arises from the fact that although two persons have been united to form one family, they remain two personalities just as much as they were before marriage, and it is very important that these personalities be preserved. For one to dominate the other is not only unfair to the one so dominated, but also it serves to rob all the members of the family of the variety of influences resulting from the give and take of different, independent natures. The preservation and development of the individual personality of all members of the family becomes, therefore, an important and ever-present problem in family relationships.

The desirability of maintaining and enriching mutual love between husband and wife and of preserving and developing the personality of every member of the family, together with many other demands, gives rise to a third serious problem in married life, that of adjustment of husband and wife to each other and to conditions which arise naturally out of the new status. In every decision two persons now have a part instead of one as before. When they agree, the way is clear. When they do not, there must

be compromise or the surrender of one will to the other. To demand or to surrender overmuch is injurious to both parties. Mutual adjustment on the basis of mutual consideration becomes a necessity.

In some instances the adjustment necessary is so great that it is impossible. In such cases there is one infallible remedy, but it must be taken in time. It is suggested by the advice of a wise pastor to a pious young friend who had consulted him regarding his plan to marry a certain woman. He was advised not to do it. With the lover's usual blindness and disposition to override all obstacles to the attainment of his desire, he inquired,

"Why not? She is a good Christian, isn't she?"

To which the pastor replied, "Yes, she is a good Christian, but the Lord can live with many women that you or I could not."

In practical life many more problems present themselves, some of which have been discussed in earlier chapters, but the three just mentioned are inherent in monogamous marriage, and they should receive careful attention in any consideration of the family as a personal problem.

Summary. The family is so important as a unit in social development and as a factor in individual welfare that it inevitably becomes more or less a personal problem to every thoughtful person. As a social institution the monogamous family commends itself as worthy of support by every socially minded member of society. As a unit of which we are all necessarily members, it imposes upon us certain personal obligations to do our part as determined by the general conditions of family life and by the circumstances peculiar to our environment. As an institution into which most people desire to enter through the establishment of families of their own, it presents problems of sufficient importance and difficulty to merit careful and detailed study.

QUESTIONS FOR CLASS DISCUSSION

1. Do you know anyone who seems thoroughly selfish, that is, whose conduct is determined solely by the pleasure or satisfaction he thinks it will bring him regardless of its effect on others? What is his influence in his family and among his friends? What other trait or possession, if any, can compensate for selfishness?

2. What benefits do you receive from the family of which you are now a member?

3. What obligations do you have to your family?

4. Should religious differences be regarded as a bar to marriage? If not, how can trouble arising out of them be avoided?

5. Should wide differences in the financial status of a man and a woman prevent them from marrying if they really love each other?

6. What are the chief reasons why young men and women hesitate to marry when they reach marriageable age? (Groves, E. R., and Groves, G. H., *Wholesome Marriage*, Chaps. I, IV)

OPTIONAL GROUP REPORTS

1. What are some of the questions that a young man who is thinking of marrying may be expected to ask himself? Would these questions differ in the case of a young woman? If so, how? (Groves, E. R., and Groves, G. H., *Wholesome Marriage*, Chaps. I, IV)

2. Should an obligation to care for a dependent relative prevent one from marrying?

3. Is happiness alone a satisfactory test of the success of marriage? If not, what other factors should be considered? Is happiness alone a satisfactory objective in life?

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. Review "The Family" by Havelock Ellis, in *Whither Man-kind*, edited by Charles A. Beard, Longmans, 1928.

2. Review "Education for Family Life" by Ernest R. Groves, in *Family Life Today*, edited by Margaret E. Rich.

3. Review "The Concern of the Community with Marriage" by Mary E. Richmond, in *Family Life Today*, edited by Margaret E. Rich.

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SECTION 2

CHOOSING A MATE

In some countries, as told in earlier pages of this book, choosing a mate never becomes a personal problem for the man and woman chiefly concerned, because the choice is made for them by parents or other relatives. In such cases romantic love is not a factor but only considerations of position, wealth, or family interest. In American society the greatest freedom of choice is allowed, although the influence of parents or others is sometimes considerable. Decision regarding a mate becomes, therefore, one of the most important that the American youth is ever called upon to make. It ranks with his choice of a vocation and of a religion or a philosophy of life.

Choice dependent on preparation. The choice that a man or a woman makes will depend not only upon the kind of person he is but also upon the preparation he has had for taking such an important step. If he has given the matter no serious thought, his decision may be determined by some momentary impulse like a strong sex appeal, by the position or wealth of the other party, by an indefinite desire for the happiness that marriage is supposed to bring, or by an urge to marry somebody at once lest there should be no other opportunity. If, on the other hand, he has given thought to what is involved in marriage, to the problems of home and family and their importance for him personally and for society, as discussed in the preceding pages of this book, his choice is likely to be based upon consideration of a good many facts. He is likely to ask and to answer for himself such questions as:

What is it reasonable to expect from marriage? In considering a business or professional undertaking one asks what the probable returns will be. The wise prospective homemaker will ask a similar question, for the choice of a mate means the choice of a partner in the business of making a home and establishing a family. The answer most often given to this question is found in the one word "happiness." It is a good answer if the word be properly defined and if happiness be properly distinguished from pleasure. But it is an indefinite and unsatisfactory answer, for happiness is an elusive thing, most often found when least sought, and it is made up of many contributing experiences. More definite answers to our question may include the following:

Marriage offers an opportunity to satisfy the natural mating instinct in a normal, wholesome way. It offers an opportunity to develop a feeling of family affection, which constitutes one of the finest and most durable satisfactions of life. It offers to the well-mated pair an opportunity to develop the most intimate and satisfying comradeship that it is possible for life to provide. It offers an opportunity for social co-operation both within the family and between the family and the outside world. It offers an opportunity for economic co-operation in earning a living and conserving the general interests of the family. And it offers an opportunity to bring children into the world under wholesome conditions and to enjoy their companionship as they grow from infancy to maturity.

These things are not handed to the happy couple with the conclusion of the marriage ceremony; they are to be achieved through years of co-operative effort in the storm and stress as well as in the joys of life. Marriage only furnishes the opportunity to achieve them. In the choice of a mate the thoughtful young man or young woman will

ask what kind of person would be most helpful in achieving these satisfactions.

What kind of mate? A well-considered ideal will include something like the following items: A mate must have good health or at least be free from physical disabilities that would prevent the performance of the normal obligations of home and family life. There should be physical attraction. General interests should be in harmony with those of the person who is making the choice; they need not be identical but they should not be antagonistic. There should be a mutual sense of approximate equality in the things that go to make up the essentials of manhood and womanhood. Cultural and moral standards as represented by education and life experience should not be so different as to make adjustment impossible. Economic equality is not necessary if there is willingness and ability to make necessary adjustment. Above all, the basic ideals of life, the ideals that sooner or later will be regarded as even more authoritative than love, must not be antagonistic.

“What have I to offer?” The thoughtful man or woman who has set up his ideal for a mate will not have neglected to ask what he himself has to offer in exchange. What kind of mate would he be? Has he good health? Are his habits conducive to healthful, wholesome living? Is he clean in thought and life? Is he honest and reliable? Is he unselfish? Is he thoughtful and considerate of others? Can he do his part in earning a comfortable living? What does he know about homemaking? Thoughtful honest consideration of these questions will help him to see that choosing a mate is a game that two must play if it is to be well played.

Practical limitations in choosing a mate. Whatever our ideals may be and however free we may be to choose a mate, the actual choice is likely to be limited by practical considerations over which we have little or no control. We

do not always find our ideal. Nature has narrowed our choice since there is a limited number of people with whom we feel any desire to found a home. We are also limited by our acquaintances. There may be no one among them who seems to meet our requirements, or there may be several and we find it difficult to decide among them. People have been known to postpone decision so long that they missed all opportunities of marriage. Sometimes to test his feeling a man or a woman tries to reach a decision by putting himself temporarily outside the sphere of the other's influence.

Differences in race and in religion and great difference in age constitute specially knotty problems because of the difficulty of adjustment in married life. Fortunate is the individual who does not have to meet any of them. Another type of problem is found in the discovery that the person with whom one is in love is unfit morally, or belongs to a family in which there are criminal tendencies or inherited disease, or in which there are pronounced weaknesses similar to those in one's own family. In such cases the only wise solution is to call a halt, forget, and find companionship elsewhere. Moral unreliability and the laws of heredity may not be ignored without danger.

Courtship. The term courtship may be used to include the period from the beginning of a friendly acquaintance between a man and a woman to the time of their marriage. It has three stages. The first includes that period of their friendship in which neither is conscious of more than a passing interest in the other, such as might be felt towards an indefinite number of other persons. They are getting acquainted with each other and enjoying the experience. The second stage includes the period during which one has become so much interested in the other that he is consciously probing his own feelings to see whether he would

like to join him or her in the founding of a home. Or he may feel sure that he would like to do this and he is doing all he can to induce the other to have a like interest in him. The conscious interest may extend to both without either being aware of the other's attitude. The third stage covers the period of engagement. Of course it is not always possible to define the limits of these three stages.

Courtship is essentially a process of getting acquainted. It is a time for exchanging ideas and learning the reactions of the opposite sex. In the initial stage it is a powerful factor in the development of the individual. It is a first fling at independence and marks a definite step in growing up. If the boy or girl comes from a family where life has not been pleasant or satisfactory, it offers an opportunity for a fresh start on his own in which he hopes to realize the happiness he has thus far missed. The normal conditions of living throw boys and girls, young men and young women, together in social relations. The natural gregarious instincts lead them to enjoy and cultivate these relations. In the adolescent age they become conscious of sex differences and, sooner or later, of sex stimulation. As this consciousness grows, it leads naturally to the thought of founding a home at some time in the future. More or less consciously every close friendship becomes a sort of experiment to determine whether it should lead to marriage. In its various stages it therefore serves a triple purpose: it extends the circle of one's acquaintance; it gives opportunity to learn something of the character and the psychological reactions of the other sex; and it gives a couple an opportunity to become so well acquainted with each other that they know whether they should undertake the founding of a family together.

Conduct in courtship. From the first "date" to the wedding day, the conduct of the interested couple is an ever-present problem. The most minute details seem im-

portant. How should an invitation be given or accepted? Should a boy take a girl's arm as they walk along the street? Should a girl permit him to do it? Should a girl be assisted in getting out of a car or in crossing the street? How should a boy greet a girl's parents or the hostess? Does a boy pay all the expenses of a party or outing to which he invites a girl? Is the girl worth what she costs? What should a boy or a girl wear? How should a boy express his feeling towards a girl? Should he kiss her good night? Should a girl permit him to do it? How can a girl avoid attentions or expression of feeling which she would rather not receive without seeming to be a prude or giving offense to a boy? What must a boy do to meet the expectations of girls? What must a girl do in order not to be "left out"? Should a girl do violence to her own feelings or standards of conduct in order to meet the expectations or demands of the boys of her acquaintance? Should she smoke or drink? Should boys or girls stand together in establishing codes or standards of conduct for their own or the other sex? Should a boy or a girl pet? If so, how much? If not, why not? Should a boy or a girl throw over one of the other sex because he or she will not pet? What does petting do to you? What is likely to be the effect of petting in choosing a mate? What is likely to be its effect on married life if the courtship leads to marriage? Would you want to marry a girl who has been in the habit of petting promiscuously? Are sex emotions wrong in courtship? If two are engaged, what intimacies are permissible?

These questions, which need not be answered in detail here, are typical of those that boys and girls are constantly asking and which they are compelled to answer in their own experience if not in words. It is easy to see that they are of very unequal importance. It makes little difference what tie or dress is worn to a particular party. It is not a

matter of great moment that a boy should, through ignorance or bashfulness, fall below the accepted standard of etiquette, although reasonable conformity is altogether desirable. It makes a great deal of difference, however, whether a girl or a boy is compelled, or thinks he is compelled, to violate well-considered standards of conduct because "everybody does it," or because he wants to please a particular individual of the other sex in whom he is especially interested. It makes a great deal of difference also whether a boy or a girl, influenced by group standards or momentary personal impulse records a memory that may cause keen regret or unhappiness in future years.

It is clearly impossible to prescribe specific rules of conduct for boys and girls in their relations with each other. It is enough to say that every boy should try to be a strong, clean, virile, gentleman. Every girl should try to be a trustworthy, wholesome, lovable, stimulating woman. Boys and girls, men and women who really want to get the most out of their mutual relations, both before and after marriage, must recognize that while a physical attraction is and should be a powerful factor in courtship, it is not the main factor and it cannot be allowed too great influence without danger of wrecking not only the present but also the future. Frank recognition of the power of sex in life is desirable, but it carries with it an obligation on the part of every intelligent, high-minded young man and young woman not only to control himself but also to refrain from conduct that tends to place unwholesome strain upon the impulses of the other sex. The effects of sex conduct are not confined to the moment; they carry over into the future. Helpful and possibly sobering questions to ask oneself are: What will be the effect of this conduct on our future relations? Will it lead to misunderstanding or loss of respect? If we marry, will it tend to increase our happiness

or will it be an unpleasant memory? If we do not marry, shall I regret it? Whether we marry or not, is it something of which I would sometime be ashamed? What will be its effect on the other? Would it tend to contribute to happy wholesome relations between the sexes if it were generally adopted in practice? A thoughtful man or woman who, without rationalizing, will answer honestly these and similar questions will find more help than he is likely to get from any book on etiquette or morals. They suggest the universal law of life that one must take the consequences of his own actions.

Not every courtship ends in marriage. Sooner or later it may become clear to one or both of the parties concerned that the other is not *the* one. If this moment comes there should be no hesitation about ending the courtship however far it has gone. If it has been pursued in the spirit of honesty and fair dealing and if the conduct of both parties has been above reproach, the wounds caused by the breach will heal; or, if not, they will at least be less painful than the suffering of ill-mated years together.

How long should the engagement be? If the courtship has been sufficiently long, intimate, and honest for thorough understanding of each other, the engagement may be correspondingly short. In general, the sooner the strain of emotion that comes from separation is removed the better. The time between the engagement and marriage may well be reduced to the minimum. It often happens, however, that circumstances do not permit early marriage, and persons are compelled to choose between a long engagement and none. In such cases the decision may not be easy. A long engagement is fraught with danger particularly if one of the parties is so occupied that his ideals and standards of life are likely to change greatly, as, for example, when a young man or woman is completing a college course. He

may find that the earlier love does not fit into the new life and be compelled to choose therefore between loyalty to his troth and his present ideal of happiness. It is questionable whether under such circumstances an engagement is wise.

At what age should one marry? The conditions that led to early marriages in pioneer days no longer exist. It is not now possible for a man and woman to begin life together with practically nothing and together wrest a livelihood from the soil and forest. There must now be enough money available to establish and maintain a home, however humble. Unless parents are able and willing to maintain the young couple as long as may be necessary, marriage must be postponed until the man or the woman or both together have accumulated enough to make the start. Present economic conditions have led to the postponement of marriages and have therefore created serious problems for many young people of marriageable age.

Marriage under eighteen is in general very undesirable since the boy or the girl is not sufficiently mature physically, mentally, or morally to assume the responsibilities of a home. Probably the ideal time is between eighteen and twenty-five. The husband and wife are then old enough to be reasonably mature and they are young enough to make the necessary adjustments to each other without difficulty and to rear and enjoy their children while they are themselves youthful and vigorous. The requirements of college and particularly of professional education often make it necessary to postpone marriage to a later age than is desirable.

Marriage. To the obligations by which a man or woman is bound as a human being and a member of society marriage adds new obligations. No one should enter the marriage relation without understanding and accepting these obligations, as far as they can then be understood. Their meaning

grows upon one as he strives faithfully to fulfill them. If a girl looks forward to marriage as a prolonged courtship, she will probably be disappointed, because a man marries to end the courtship period and have the comforts that home and marriage offer. If she looks upon marriage as a means of securing an attractive home in which she can entertain with food and clothing furnished her, she will not understand why her husband, who has been thinking of the satisfactions of home and her interested companionship, feels cheated.

One of the most important obligations that can be foreseen is the necessity of adjustment of one individual to the other. They remain two personalities even though they are legally united. Moreover, the preservation and cultivation of personality remains one of the privileges as well as one of the obligations of home and family. Quick returns cannot be expected. There must be definite thought and work on the part of both the man and the woman.

What is a satisfying life? As we have said elsewhere in the text, "All human beings want one fundamental thing; to become individuals of some worth to society." Undoubtedly marriage and family life offer many satisfactions to most of us. We feel we are necessary to the happiness and welfare of the other members of the family. However, there are some people who find a rich and satisfying life outside of the home and the family; they may never marry or have children, but their contribution to the world can be very great. Jane Addams of Hull House, gives us some understanding of the "love for humanity"; Frances E. Willard was devoted to a great cause and because of her devotion a great change took place in our thinking. We can name many others who have made a definite contribution to society and in doing so have found for themselves the meaning of life.

We marvel at that power which enables man to build a

beautiful cathedral, a great bridge, a powerful dynamo. We are inspired by a beautiful poem or a symphony concert which expresses the emotions within us. We call this force which produces these creative ability. It is this same force which carries forward the race producing one generation after another. Most of us feel this urge within us. We express it in many different ways. Marriage is a creative undertaking; rearing children is a creative work; living may be a creative work. First, there must be a dream of what we wish to accomplish, then the ceaseless, careful work of realizing this dream in all of its perfection and beauty, making it a living thing.

Summary. The choice of a mate involves one of the most important decisions a man or a woman is called upon to make. His choice will depend upon the kind of person he is and upon the thought he has given to the two questions, what satisfactions marriage may reasonably be expected to bring and what kind of person will be most likely to help him in attaining those satisfactions. Courtship is a process of getting acquainted. If carried on intelligently and honestly it should enable a man and a woman to know whether it is wise for them to found a family together. Conduct during courtship is a personal problem for everyone. Intelligent consideration of the effects of conduct on the individuals concerned is a more helpful guide than set rules. Short engagements are advisable. Probably the ideal age for marriage is between eighteen and twenty-five. Marriage involves new obligations which should be understood and accepted.

QUESTIONS FOR CLASS DISCUSSION

1. June is a high-school girl. Describe the young man she wishes to marry.
2. Bob is a high-school boy. Describe the girl he wishes to

marry. If Bob goes to college will there be any changes in his requirements? What will they be?

3. Give reasons against an early marriage. Give reasons against a late marriage. What age do you consider the most desirable for marriage? Why?

4. Kenneth is engaged to Dorothy. They are both seniors in high school. Kenneth is going to take engineering in college and Dorothy is going to a business school. Their plans are indefinite about marriage. Should they continue their engagement? Give reasons for or against.

5. Marian is twenty-four years old, a Y.W.C.A. secretary. She is engaged to a young interne. Shall they marry or wait until they have a larger income? Suggest a plan for them.

6. Name some conditions which would tend to make the adjustments in marriage more difficult.

7. Name some conditions which would make the adjustments in marriage easier.

8. What laws of eugenics should govern marriage?

OPTIONAL GROUP REPORTS

1. Don and Betty have been married two years. Betty is private secretary to an attorney. She receives one hundred and twenty-five dollars a month. Don was a civil engineer but one month after marriage he lost his job. He is working for The Associated Charities at seventy-five dollars per month. What are some of their problems? What are their responsibilities? How shall they divide them? What are their resources? Solve Betty's housekeeping problems for a week.

2. Discuss the cost of courtship.

3. Discuss the relative advantages of choosing a mate by the individual and by the parents or other relatives.

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. Discuss some of the problems of the twentieth-century family. (Goodsell, Willystine, *A History of Marriage and the Family*, pp. 481-531)

2. Name and discuss some of the tests for a happy marriage. (Wood, Leland Foster, *Six Tests of Marriage*)

3. Read Mary Roberts Rinehart's life, *My Story*. Would you consider hers a satisfying life?

4. Read the story of *Pierre Curie* by Madam Curie. Would you consider Pierre Curie's life satisfying?

5. Read the story of Schumann-Heink. In what did she find her great satisfactions?

6. Read the story of David Livingstone, *In Darkest Africa*. Are there any similarities in these lives?

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SECTION 3

THE FAMILY AND THE COMMUNITY

It is important that we hold the family as an institution in high esteem, that we perform our obligations to the family of which we are members, that we consider with care the problems involved in the establishment of a family of our own, and that we give due thought to the choosing of a mate when the time comes to do that. Our obligations do not end here, however, for the welfare of the family is so closely tied up with the welfare of the community that the relationship between them becomes a matter of great personal interest.

What is a community? The location and surroundings of the home were discussed on earlier pages. Even more important than these are the people who live in the vicinity and their activities as individuals, as families, and as a group. It is these people and their activities that we mean when we think of a community, rather than a geographical area although the latter serves as a tie to bind people and activities together. What are some of the ways in which the interests of home and community are related? Who are the people and what are the activities that exert an influence on our homes and what can we do either individually or collectively as members of a family for the welfare of the community of which we are a part?

What does the community do for the family? Our homes are most influenced by the people with whom we come in closest contact, by what they are and what they do. Naturally we think first of our neighbors and our neighbors'

children. Fortunate indeed is the family that finds in the people next door or in an adjoining apartment not only neighbors but also friends, and in their children suitable playmates and companions. Was the family wise that decided not to buy an attractive house, just suited to their



Courtesy of City Housing Corporation

The swimming pool in Radburn, New Jersey
For the use of residents and their friends

needs, because they were told the wealthy people in another section of the small town considered the people in this section only respectable paupers? Is there danger in "keeping up with the Joneses?"

Most families would hesitate to choose a home where there is no church. Even if parents are not regular attendants, they want their children to have the advantages of

the church school and are themselves not unconscious of the advantages of belonging to a church group. Church friendships are often delightful and enduring.

If there are children in the family, we ask if the community has good schools. By that we do not mean merely good buildings and good courses of study; we have special interest in the character of both teachers and pupils. We ask not only whether the teachers are capable intellectually and professionally but also whether they have an appreciation of the finer things of life and personal power in dealing with their pupils; and we inquire whether the pupils are of such character that association with them will be a leveling up or a leveling down influence on those of our own home.

We are glad if the community has a public library with courteous, efficient attendants. Through its books and magazines we can find information, recreation, and a broader outlook upon the world. Perhaps it also offers occasional art or craft exhibits. Or the community may be large enough to afford an art museum or a museum of natural history, inviting to the study of art or nature. In some communities stimulating lectures and concerts are offered. Then there is the movie theater, which in its programs and attendance probably represents a larger cross-section of the community than any other single activity. There are supervised playgrounds and recreation centers where young people may find wholesome employment of their energies. In most communities there are religious, social, and civic organizations appealing to those whose tastes run in a similar direction.

All of these activities exist because, as a civilization developed, people learned co-operative effort could provide many satisfactions that could be secured in no other way. The value of these activities for any particular home will depend upon the character of the people who are engaged in them and the standards of efficiency maintained.

What should the family do for the community? Just as we are interested in the families of our neighbors and the membership of churches, schools, and clubs, so the members of the community are interested in us. Our interests and activities will help or hinder the activities of the community. What we are as a family will influence the standard of home life in the community.

There has been much discussion about a program that will meet the religious and social needs of modern life. Where there are churches of many denominations and several different faiths each has its individual program but all seek to help the people of the community. They depend upon us. We have no ground to complain that the church is not doing what it should unless we are doing all we can to strengthen it.

If the schools are not so good as they could be, we are responsible unless we are actively concerned in securing able management and a wise educational policy. Our influence may be exerted in various ways. One way is through the Parent-Teacher Association. Parents and teachers have learned the need of close co-operation to secure the greatest good for the pupils. A teacher who knows the home environment of her pupils can deal with them more sympathetically and intelligently. The parents who are acquainted with the teachers and with the educational policy of the school can sponsor the introduction of valuable new features into the school and they are better able to take an unprejudiced view when differences arise between their young people and the school authorities.

We should be interested, too, in our local government. It is not enough to vote the party ticket on election day. Unless good citizens see to it that candidates of the right sort are nominated, the ward politician is likely to have his way to the detriment of both the community and the family.

We are passing into a new era of living in which, economists tell us, we shall have more leisure. Our interests and appreciations are becoming broader. What can we as individuals and families do to fit this leisure time to our needs? Most communities, as already indicated, offer us some opportunities, but how can we help the community to make the most of these and provide more? The library will purchase the kind of books for which we ask. The museum will welcome our presence as well as our support. Concerts and lectures cannot be given without an audience. The movie theater will give what the community, that is, the individual members of the community, want and pay for. It will not continue a losing program. Concerted effort may bring about Friday or Saturday evening performances suitable for the whole family, or Saturday morning movies for the children.

The city or village government will not provide public playgrounds, or help finance day nurseries and other welfare organizations, if citizens do not recognize the need of them. Hospitals and homes for the aged usually need financial support from us as individuals as well as through taxes. They also offer an opportunity for personal service by individuals and groups. A young women's service league may provide rides and entertainment for the old people or make layettes for the local child-welfare association. There are innumerable opportunities of this kind for making the community better and happier.

If we live in a community that affords us few means of enriching our own lives, we may perhaps form clubs that will not only help us but will also be a source of education or recreation to others. Perhaps we are a musical family and have a little orchestra of our own which may become the nucleus of a community orchestra. Or, we are interested in dramatics and can find enough other people with the

same interest to form a dramatic club and produce plays well enough to draw a paying audience. We may even start a little theater movement that will provide a real theater for our town. In such activities the participants often find more satisfaction and the community more profit than in paid entertainments staged by outside professionals.

The community is what its members make it.

Summary. By a community we mean the people of a given limited area. The reciprocal influence of the home and the community is very important. The community exerts an influence on the family through the personality and the activities of its members in local organizations. The family, in turn, helps to establish and maintain standards of community life and to support the community organizations. The relations between home and community are, therefore, a matter of personal interest to everyone.

QUESTIONS FOR CLASS DISCUSSION

1. What do we mean by a community?
2. Who are the people and what are the group activities in your community that have the most influence on your home?
3. What institution or group activity would you most regret to lose from your community?
4. In what community activities do you and the members of your family participate? Can you do anything more that would be helpful?
5. What institution or group activity that you do not have would be useful in your community? Can you think of any way of getting it?
6. How does the community help you get an education?

OPTIONAL GROUP REPORTS

1. Make a detailed report on some group activity in your community.

2. Make a report on the moving pictures shown in your local theater and suggest improvements in the program.
3. Name five ways in which high-school students can be of help to the community.

OPTIONAL INDIVIDUAL WRITTEN REPORTS

1. Prepare a plan for the development or improvement of some group activity in which you and your family could take part, for example, in music, art, play acting, recreation, local government.
2. Write and produce a play in which the mutual relations of home and community are portrayed.

RETROSPECT

If this book has served its purpose, it has brought to the attention of the reader not only a mass of details pertinent to an understanding of the problems of the home and the family, but also some broad generalizations that give significance to the details and meaning to the study as a whole. It seems worth while at this point to state these generalizations with such additional comment as may serve to unify the impressions the book may have created.

1. In point of time the family is the first of a series of institutions that have developed with the progress of civilization. In our study of biology and physiology we have learned that in the development of physical life from the lowest form to the highest, from unicellular life to man, there is progressive differentiation of organs and functions of those organs. In the lowest forms all the functions of life, consisting chiefly of digestion and reproduction, are performed by the simple cell. As we ascend in the scale, different organs are formed—hands, feet, heart, lungs, brain—each with its own function, which it performs in co-operation with all the other organs. Similarly, the story of the development of society is one of the formation of different institutions, each with its own special work to do. In the physical body, the first unit was the individual cell, in society, it was the family; and just as in the physical body the cell performed to the extent of its ability the functions performed better later by hands, heart, stomach, so in society the family in the beginning performed, in addition to its own particular function, the functions later

assumed by the school, the state, the church, and the vocation.

2. The experience of the human race has resulted in the choice of the monogamous family as the form best fitted to meet the ends it is designed to serve. The various steps through which society has gone in the development of the family are more or less shrouded in uncertainty and there are differences of opinion among ethnologists and sociologists as to their exact nature and order. It seems reasonably certain, however, that with all the various forms the family has taken, there has always been a certain amount of monogamy. It is clear, also, that monogamy is the form generally accepted in both theory and practice in modern civilization. In modern civilized society the family means the monogamous family.

3. The family is grounded in fundamental human needs—sexual, social, economic, moral. Nature takes care of the things that are essential to the preservation of the individual and the perpetuation of the race by implanting in her creatures impulses or urges to perform the functions necessary for this purpose. Hunger drives the individual to seek food. The sex impulse drives him to seek a mate. In general, both impulses are normal and wholesome, although there are all too frequent instances of abuse of both.

The family provides not only a means for the satisfaction of the sex impulse, but also means for meeting the equally important social, economic, and moral needs of the individual. Man is gregarious by nature. The normal individual cannot live alone. Mate and children and the associations incident to family life satisfy the social impulse. The physical home and family affection provide means and stimulus for meeting economic needs in the form of material welfare and permanent resources which serve as a stabilizing influ-

ence in society as well as in the home. The necessity for mutual consideration, adjustment, and co-operation which successful family life imposes tends to develop morale and character of the highest order.

4. Study of the nature of the family reveals it as a sacrificial or service-giving institution as well as a pleasure-giving institution. The wedding ceremony is an occasion of joy and merrymaking. Not only the immediate participants but also their friends and relatives are wont to look upon it as the beginning of a new happiness that should last "forever after." The founding of a new family is an important occasion. Fortunately, in very many instances, expectations are realized and the joy of life together is infinitely greater than could have been anticipated. It is not all smooth sailing, however. There are obligations as well as pleasures, and the fulfillment of these obligations often entails service and even sacrifice of the severest kind. Were it not that happiness and service grow together, one might well shrink from assuming or maintaining the responsibilities of family life, as, indeed, the selfish and pleasure-loving often do.

5. Successful management of the home and family demands theoretical and practical mastery of many details of science and general culture. Understanding of the nature of the family requires some knowledge of its historical development and its relation to other institutions of modern society. Adjustment in the family relation is helped by a knowledge of sex psychology. The rearing of children calls for detailed knowledge of many facts and principles of biology, physiology, hygiene, chemistry, and child psychology; for a knowledge of literature, music, and art suitable for the entertainment and education of children at the different stages of their development; and for practical ability in their management. The effective and eco-

nomical administration of the material home calls for scientific knowledge of architecture, furnishings, foods, and clothing, and for skill in their selection and preparation. Conservation of the financial security of the family calls for some knowledge of economic problems and principles. Care of the sick demands at least an elementary knowledge of nursing. Creation of a desirable atmosphere in the home depends upon appreciation of the importance of co-operative attitudes on the part of its members and upon the cultivation of pleasing personality. The successful home calls for training, understanding, common sense, and personal culture of high degree.

6. Study of the problems of home and family shows demands on wife and mother of which most men have inadequate appreciation. To plan the material requirements of the home in the beginning; to purchase wisely, spending not too much nor yet economizing unprofitably; to provide food suitable for the various members of the family; to care for the innumerable needs and demands of children in their growth from infancy to maturity; to do or even to supervise the daily duties of the household; to harmonize the various conflicting interests of the home; to do her part in creating an atmosphere of peace and comfort that shall make the home a place of rest and recreation for husband and father; to save her strength for the most important things; to preserve her own intellectual and emotional balance in the presence of a multitude of petty details; to find time for her own cultural growth so that she may be a congenial companion of her husband, a capable guide for her children, and a helpful co-operator in the work of her community;—to do well these and the thousand other things that cannot be mentioned is to carry a burden of responsibility and accomplishment which is not appreciated by men generally, chiefly because they have never given it thought.

7. Study of the problems of home and family shows the importance of at least an elementary knowledge of child psychology and sex psychology. The general principle that getting on well with people depends largely upon an understanding of their mental and emotional reactions is particularly significant in family relations. We know all too little about the working of children's minds but we know enough to be sure that if we only understood their thoughts and feelings in the problematic situations that constantly arise we should be much more competent to deal with them. A knowledge of child psychology should be supplemented by an intuitive sense of what to do in a given situation. No less important is an understanding of the psychology of sex. Because of their differences in physical constitution, mental equipment, emotional susceptibility, and social inheritance, men and women react differently to situations that demand mutual understanding and co-operation. At the best, perfect understanding comes only with years and experience, if ever, but consciousness that there are natural differences, together with thoughtful consideration of them, will do much to create a healthy tone in family relationships.

8. Study of the problems of home and family shows the importance of adequate consideration of economic security as a factor in family welfare. Financial difficulty is one of the most frequent causes of unhappiness and disaster in family relations. Ignorance of elementary economic principles or failure to observe them is a poor foundation for the economic security that is necessary for the maintenance of family welfare. Two cannot live as cheaply as one. The expense for three is still greater. It is not necessary that any particular standard of living be maintained, but it is absolutely necessary that the budget be balanced, otherwise family security is headed for the rocks. Eco-

conomic security depends upon management as well as upon income, and successful management requires intelligence and at least an elementary knowledge of economic principles.

9. Study of the problems of home and family reveals that happiness in the home is determined more by attitudes than by things. Without an income sufficient to make possible a certain minimum, healthful, wholesome standard of living there cannot be happiness in the family no matter how co-operative all its members may be. Above this minimum, attitudes count more than things, spirit than income. The house we live in, its furnishings, the clothes we wear, the automobile we drive, the traveling we do, the movies we attend may well contribute much to the happiness and welfare of the family, but, important as they are, they cannot take the place of mutual love and affection and understanding on the part of the various members of the family circle. From these more than from things that money can buy come the strength and inspiration that family life at its best provides.

10. Study of the problems of home and family shows that the successful family is a product of intelligence and character. Throughout mature life conduct depends on the kind of person one is. No appeal of physical charm could induce a man of intelligence and high character to choose for his mate a woman of a certain type; and no amount of solicitation by a man of a certain type could win the favor of a woman of high standards of living. Moreover, the atmosphere of the home, once it is established, depends upon the intelligence and character of its members. To disregard the dictates of science or to do violence to social or moral obligations would be equally impossible in some homes, whereas in others neither has authority. Fichte's famous statement that "the kind of philosophy a man has

depends upon the kind of man he is'' may be paraphrased to read ''the kind of home one has depends upon the kind of person one is,'' with this difference that in the case of the home more than one person is involved. Our homes are what we make them.

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